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Personnel

**AIRCRAFT MAINTENANCE TRAINING  
PROGRAM**

**COMPLIANCE WITH THIS PUBLICATION IS MANDATORY**

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This instruction implements AFD 36-22, *Military Training*. It establishes objectives, standards, procedures, and responsibilities for management of the PACAF Aircraft Maintenance Training Program. It also directs the use of the Instructional System Development (ISD) process to develop and validate training programs. This publication applies to all officer and enlisted personnel assigned to PACAF who plan, conduct, administer, evaluate, and manage aircraft maintenance training programs. It does not apply to Air National Guard (ANG) or Air Force Reserve Command (AFRC) members and units. This instruction requires the collection and maintenance of information protected by the Privacy Act of 1974 authorized by Title 10, United States Code, Section 8013 and E.O. 9397. System of records notice F021 AF IL A, Core Automated Maintenance System (CAMS), applies. For waiver information see paragraph 1.34, Customer Feedback. Send comments, questions, and suggested improvements to the publication on AF Form 847, Recommendation for Change of Publication, through official channels to HQ PACAF/LGMM, 25 E. Street, Suite I-320, Hickam AFB HI 96853-5427, DSN 315-449-4703.

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## Chapter 1

### GENERAL

**1.1. Purpose.** Establish training policy and procedures for maintenance group personnel.

**1.2. Objective.** Provide initial, recurring, and advanced training when and where needed, to the level required so maintenance personnel can effectively perform their jobs.

**1.3. Applicability.** This instruction is directive and applicable to commanders, supervisors, and personnel assigned to the Maintenance community, Maintenance Training Flight (MTF), and Unit Training Managers (UTMs) within the Maintenance Group. An Air Force special category unit (SCU) is defined as a unit that fulfills a unique portion of the mission with limited personnel, resources, or capabilities. Responsibilities within this instruction for special category units are identified by the letters “SCU” at the beginning of each paragraph (after the major paragraph title) and apply to all subparagraphs, except where noted. Unit Training Managers’ (UTM) and additional duty or civilian equivalent training managers' responsibilities are outlined in AFI 36-2201, Air Force Training Program, Volume 3 and this instruction.

**1.4. Terminology.** When using this instruction, the following applies:

- 1.4.1. Must - Indicates a mandatory requirement.
- 1.4.2. Will - Indicates a mandatory requirement.
- 1.4.3. Should - Indicates a preferred or recommended method or option.
- 1.4.4. May - Indicates an acceptable or satisfactory method or option

**1.5. Abbreviations/Terms.** Attachment one lists abbreviations and terms used in this publication.

**1.6. Office of Primary Responsibility (OPR).** The MTF is the single point of contact for maintenance training within the Maintenance Group (MXG) IAW AFI 21-101, AFI 36-2232, MAJCOM 21-101 supplement and this publication.

**NOTE:** UTM or civilian equivalent will serve as the OPR for those units without an MTF.

**1.7. MTF Manpower and Manning Policy.** The MXG/CC will ensure the MTF has sufficient personnel assigned to meet the training requirements of the Maintenance community.

- 1.7.1. Assign Education and Training (AFSC 3S2X1) personnel.
- 1.7.2. Assign instructors IAW paragraph **5.1.** of this instruction.

**1.8. Training Resources.** The MXG/CC will provide training resources to the MTF and support agencies to ensure an environment conducive to quality learning.

- 1.8.1. Aircraft, major support equipment, and special test equipment must be committed to accomplish required maintenance training. These resources should be identified in the monthly maintenance plan and included in the weekly and daily maintenance schedules.



1.8.2. Once scheduled, training aircraft/equipment will receive a maintenance repair Priority 2. Reference: AFI 21-101 and PACAFI 21-101.

**1.9. MTF Budget.** The MXG/CC, through the Maintenance Operations Squadron (MOS), will provide the MTF funds to conduct the training mission to include, but not limited to:

- 1.9.1. Materials/equipment to support and conduct training.
- 1.9.2. Personnel training and development for all assigned to the MTF.
- 1.9.3. Utilization and Training Workshops (U&TW) and MAJCOM level conferences.
- 1.9.4. Facility and vehicle maintenance.

**1.10. AETC Field Training Detachment (FTD).** For bases with local FTD support, FTD is the primary aircraft maintenance training agency on base. IAW AFI 65-601V1 Budget Guidance and Procedures, host wings will develop support agreements between suppliers and receivers of resources to document recurring day-to-day peacetime support IAW AFI 25-201, Support Agreements Procedures. The Host-Tenant support agreement should address: facilities, O&M funding (AFMAN 65-604), administrative support, GOV allocation, aircraft support equipment to facilitate detachment training including sustainment costs for such support equipment (i.e., PMEL and TCTOs), and organizational and intermediate maintenance support of equipment beyond the detachment's capability.

**1.11. Utilization of Training Courses.** Units will use AETC, FTD, MTF and ancillary training courses for upgrade, qualification, continuation, and Cross Utilization Training (CUT). Report unused allocations during the Status of Training (SOT) briefing.

**1.12. Aircraft Maintenance Qualification Program (AMQP).** Ensures personnel arrive at their work center with the skills needed to be immediately productive and to conduct training in an environment that is conducive to learning and is not in competition with sortie production. See [Chapter 7](#) for further guidance.

1.12.1. AMQP consists of three phases as outlined below:

- 1.12.1.1. Phase I, In-processing, Maintenance Orientation and Maintenance Refresher.
- 1.12.1.2. Phase II, Continuation Training (CT).
- 1.12.1.3. Phase III, Special Qualification Training (SQT).

1.12.2. MTF will use the block training format to consolidate training requirements into one or more consecutive training sessions to the maximum extent possible to afford the effective and efficient completion of initial and recurring training requirements.

1.12.3. The MTF will develop and teach courses (to include hands-on courses) when the training capability does not exist at their base; to enhance FTD courses; or to reduce the OJT burden on work centers.

1.12.4. Maintenance AFSCs assigned to the MXG must attend maintenance orientation within 45 days of arrival in the work center. To ensure training is standardized across the MXG, both maintenance orientation and refresher will be conducted by the MTF as directed by governing instructions.

1.12.5. MTF will serve as the OPR for developing and conducting orientation and annual refresher training.

**1.13. Training Assessment Feedback.** The MTF Superintendent serves as OPR for local administration for both internal and external feedback:

1.13.1. Establish a feedback loop, in the local training directive, between the Quality Assurance Program (QAP) and the MTF that focuses on training deficiencies.

1.13.2. Ensure training feedback surveys are returned.

1.13.3. Report results in the SOT report/briefing.

**1.14. Curriculum Advisory Committee (CAC).** Use the CAC to investigate, analyze, and recommend the most cost effective and efficient method to satisfy training requests.

1.14.1. MTF Superintendent will direct a CAC when:

1.14.1.1. Developing a new course.

1.14.1.2. Deciding which training agency should conduct requested training.

1.14.1.3. Revising 25-percent or more of an existing course.

1.14.2. The MTF can use a CAC to conduct reviews of MTF and FTD courses as required.

**1.15. En route Training (SCU).** Both the gaining and losing MTF through the assigned UTM will ensure personnel selected for overseas assignments are scheduled for required training before departing current duty assignment or en-route (if applicable). See [Chapter 6](#) for further guidance.

**1.16. Cross-Utilization Training (CUT).** CUT program provides units flexibility to train individuals to perform tasks not in their PAFSC to offset low skill level manning and enhance combat capability. Individuals selected for CUT will be qualified IAW AFI 21-101.

1.16.1. Be a highly qualified 3 (awaiting UGT time only) or 5 level.

1.16.2. Satisfy all UGT requirements in their primary AFSC and have completed 12 months on-the-job training (OJT).

1.16.3. Document CUT on AF Form 797, Job Qualification Standard Continuation.

**1.17. Block Training Format.** Block training is a term used in the maintenance community to describe the type of format used for training. MTF uses this format to group as many training requirements as possible into a single training session. Maintenance Orientation and Refresher Training are the most commonly conducted courses in the block-training format.

**1.18. Ancillary Training.** Accomplish according to governing directives. Make every effort to consolidate training requirements to reduce the mission impact.

**1.19. Training Overdues (SCU).** Training of a recurring nature will expire on the last day of the month in which training is due unless specified by other Air Force publications. Personnel who go overdue for

training (including those TDY, on leave and scheduled) will be reported as overdue in SOT meetings until trained. Personnel overdue training will not exceed 5 percent of unit personnel assigned.

**1.20. Workcenter Training Requirements (WCT).** The workcenter requirements' listing is a vital part of each section's Master Training Plan (MTP). It contains mandatory training requirements loaded in the Maintenance Information System (MIS) for personnel assigned to the section. Include in the WCT only course codes that apply to the majority of personnel assigned to the work center.

**1.21. Air Force Distance Learning (DL) Training Program.**

1.21.1. The MTF and Base Education Services Officer (ESO), the OPR for AF distance learning, will establish a memorandum of agreement (MOA) concerning administering DL in the Maintenance Group.

1.21.1.1. The MOA will include as a minimum:

1.21.1.1.1. Scope of training courses provided by the MTF

1.21.1.1.2. Facilitator support

1.21.1.1.3. Equipment and facility support

1.21.1.1.4. Distribution of course materials, schedules, and announcements

1.21.2. Supervisors must take every opportunity to maximize the use of these programs to support upgrade and qualification training.

**1.22. Class Cancellation Policy.**

1.22.1. FTD classes with en-route, TDY, AFRC, ANG or multi-phased students will be supported by the host unit and will not be canceled unless approved by the Wing/CC.

1.22.2. Host unit personnel will not be removed from FTD courses due to appointments, local exercises or higher headquarters inspections unless approved by the Wing/CC.

1.22.3. MXG/CC may cancel MTF classes during local exercises. The wing maintenance training operating instruction developed by the MTF will outline the cancellation policies for MTF classes.

1.22.4. Local students released from MTF/FTD courses will report back to their respective work centers.

**1.23. Air Force Engineering and Technical Services (AFETS).**

1.23.1. When necessary use AFETS personnel for specialized systems/equipment training and integrate them within the MTF instructional effort.

1.23.2. Courses developed or taught by AFETS will be coordinated through the MTF to ensure courses meet curriculum standards. AFETS course will not duplicate MTF or FTD courses.

**1.24. Maintenance Training Operating Instructions.**

1.24.1. MTF Superintendent will develop and publish a training OI to specify local policies/procedures to include, as a minimum:

1.24.1.1. A waiver process to approve any deviation to the local instruction.

- 1.24.1.2. Testing and certification procedures.
- 1.24.1.3. Frequency and distribution of automated training products.
- 1.24.1.4. Personnel processing.
- 1.24.1.5. Procedures for requesting training.
- 1.24.1.6. Additional local procedures.
- 1.24.1.7. Cancellation policy for MTF classes.
- 1.24.2. Ensure MXG/CC signs and approves the instruction.
- 1.24.3. Review and update instructions annually or as required, but at least annually.

### **1.25. Status of Training (SOT) Briefing.**

- 1.25.1. Frequency. MTF will provide a formal stand-up monthly and quarterly SOT briefing.
  - 1.25.1.1. The MXG/CC will chair the monthly SOT briefing.
  - 1.25.1.2. The Wing/CC will chair the quarterly SOT briefing.
- 1.25.2. Attendance. As a minimum, the following personnel will attend the monthly formal SOT Briefing:
  - 1.25.2.1. MXG/CC and squadron commanders.
  - 1.25.2.2. Representatives from the MTF:
    - 1.25.2.2.1. MTF superintendent
    - 1.25.2.2.2. Chief, Training Management Section or NCOIC, Training Management Element
    - 1.25.2.2.3. Chief, Instructor and Development
    - 1.25.2.2.4. NCOIC, Scheduling Element
    - 1.25.2.2.5. UTM's of each unit
  - 1.25.2.3. FTD superintendent
  - 1.25.2.4. Invite the following personnel to attend:
    - 1.25.2.4.1. Wing Command Chief Master Sergeant (quarterly).
    - 1.25.2.4.2. MXG chief enlisted manager (monthly).
    - 1.25.2.4.3. Quality Assurance Chief Inspector (monthly).

**NOTE:** When in conjunction with base training meetings, the MTFs can taper their presentation to ensure duplicate information is not shown.

**1.26. Training Continuity Books.** Develop and maintain a training continuity book for every duty position in the MTF. Each book depicts procedures for accomplishing tasks associated with each duty position. Write continuity books to a standard that permits a newly appointed person to comply with existing policy and procedures with minimal assistance.

**NOTE:** Combine the MTF Flight Chief and Superintendent duty position tasks into one book.

**1.27. Special Certification Roster (SCR).** The roster identifies individuals who are qualified to perform certification and inspection tasks. The MTF through the UTMs will request and distribute the SCR at least quarterly to work centers. After the SCR is reviewed and approved by maintenance supervision, it is returned to the UTM for update in the Maintenance Information System (MIS).

**NOTE:** Refer to AFI 21-101 for maintenance disposition of SCR.

#### **1.28. Training Documents.**

1.28.1. Use AF Form 2426, Training Request and Completion Notification or e-mail to request training or record training completions. Individuals will use AF Form 2426 when requesting testing from the MTF. The supervisor or a designated representative must sign the form to be valid.

**NOTE:** If e-mail is used, it must contain the same information as AF Form 2426, and have an electronic signature, i.e., //signed// .

1.28.2. Use AF Form 898, or electronic form, to manage, forecast, and request unit FTD training requirements.

1.28.2.1. When approved by the MXG/CC and AETC FTD, the document becomes a contract between the host wing and AETC.

1.28.2.2. The MXG/CC can delegate approval to the MTF Superintendent.

1.28.2.3. The AF Form 898 can also be used to consolidate ancillary, readiness or MTF requirements, but the MXG/CC signature is not required when used for that purpose.

1.28.3. MTF must maintain a signed copy of AF Form 898 for one year.

**1.29. Mission Ready Airman (MRA) Program.** MRA is a program to certify 3-level apprentice/technical training graduates on selected tasks most frequently performed during their initial 12 months on station. MAJCOM functional managers, during the Utilization & Training Workshop (U&TW) identify MRA tasks. Supervisors must provide feedback to HQ AETC/ DOOM via the Graduate Assessment Surveys.

**1.30. Command Aircraft Systems Training Programs.** (CAST) programs are self-paced ready reference manuals/booklets designed to provide general aircraft knowledge for individuals assigned in maintenance management positions on their first assignment to a particular airframe. CAST provides the technical knowledge required to better understand general aircraft systems, power plant, flight systems, and mission systems. CAST is available to anyone having a valid need for a particular CAST booklet and can request a copy from the MTF through their UTM. MTFs can order booklets from the 367 TRSS web page at <http://www.hill.af.mil/367trss>.

**1.31. Combatant Air Forces Mandatory Course Listing (CAF MCL).** The CAF functional managers use this course listing to standardize Mission Design Series (MDS) MAJCOM training requirements. Supervisors, through the UTMs, must ensure required personnel are loaded and scheduled IAW the CAF MCL instructions, unless waived by the MXG/CC. MTFs will submit updates to the CAF MCL through HQ PACAF/LGMM for submission to ACC/LGQT. ACC/LGQT is the OPR for CAF MCL updates. CAF MCL can be located at <https://lg.acc.af.mil/lgq/lgqt/NEWLGOTHOME.htm>.

**1.32. Community College of the Air Force (CCAF) Affiliation.** Manage CCAF affiliated MTF courses IAW AFI 36-2304, Community College of the Air Force. NOTE: CCAF goal is a 100-percent degree faculty. The CCAF Policy Council will consider schools for probation that are not in full compliance.

**1.33. Waivers.** All messages or letters for waivers to this instruction (PACAFI 36-2202) will include an appropriate justification coordinated through the MTF Superintendent and signed by the MXG/CC. The waiver should be forwarded to HQ PACAF/LGMM, Chief Maintenance Policy and Requirements Branch for approval.

**1.34. Graduate Assessment Surveys (GAS).** The Graduate Assessment Survey (GAS) is used to gather customer feedback on Air Force graduates {to include Air Force Reserve Command (AFRC) and Air National Guard (ANG)} of initial skill Type 3, 4, and 5 courses. Data gathered from the supervisors of Tech Training graduates after they have been at their first duty station a minimum of 90 days. Supervisors will report training deficiencies of graduates from HQ AETC Technical Training Centers or TDs, (e.g. MRA, 3 and 7 Level awarding courses). Training deficiencies are tasks the individual is unable to perform at AETC training centers. Positive feedback may be reported.

**NOTE:** GAS can now be completed on-line through the 2d AF website.

**1.35. Maintenance Training Flight Feedback Program.** The MTF will establish a feedback program (i.e. course critique) to provide continuous, measurable improvements and meet training needs of the maintenance community.

**1.36. Command Directed Courses.** The following courses are mandatory for personnel with maintenance AFSCs. The MTF will develop these courses unless another method is approved for training by the command. All of these courses fall under the Special Qualification Training Category (Phase III of the AMQP). Refer to AFI 21-101 and MAJCOM supplements:

1.36.1. Maintenance Orientation and Refresher. Personnel must complete training within 45 days of arrival to the workcenter or after completion of the First Term Airman Center (FTAC). Only the MTF will conduct maintenance orientation and refresher course to ensure training is standardized across the MXG. Use MIS training run to load personnel for maintenance refresher training within 60 days of reassignment.

1.36.2. Dedicated Crew Chief (DCC). A one-time course designed to familiarize aircraft maintenance technicians on the duties and responsibilities required as a DCC. The course is required for personnel assigned as dedicated and highly recommended for assistant dedicated crew chiefs regardless of AFSC.

1.36.3. Maintenance Information Systems (MIS) Training. All maintenance personnel who process MIS data as a part of their duties will receive training to ensure they are qualified on the timely and accurate use of inputting and extracting MIS data. As a minimum, all first duty station personnel will complete the MIS course applicable to their duty position.

1.36.4. Oil Analysis Program (OAP)/Oil Consumption Course. OAP is a stand-alone course designed to provide initial training and recertification on operating procedures for all wing personnel that routinely perform oil sampling on aircraft.

1.36.4.1. Each MTF will develop a primary and alternate annual test, consisting of at least 25 questions each (not required if IMI is used such as a product from 367 TRSS).

1.36.4.2. All personnel who take the initial or recertification test and fail to score 80 percent or better on the primary test will be given the alternate. If a person does not score 80 percent or better on the alternate test, they will be identified as UNQUALIFIED in MIS and scheduled to attend the OAP/Oil consumption course again.

1.36.5. Aircraft Intake/Engine Inlet/Exhaust Training. The training is designed to qualify aircraft maintenance personnel on techniques required to inspect engine intakes, inlets, and exhausts. Before placement on the Special Certification Roster (SCR) for aircraft intake/engine inlet inspection, formal training and certification (MTF or FTD course) is required.

1.36.6. Engine Blade Blending Training and Certification Program. The training is designed to qualify aircraft maintenance personnel on techniques required to inspect and repair blades. Prior to placement on the Special Certification Roster (SCR) for blade blending, formal training, and certification (MTF or FTD course) is required (Refer to command supplement, for more details).

1.36.7. F-15 and F-16 Fuel Tank Build-up Training. External fuel tank build-up is a wing program that provides critical wartime skill that must compensate for the consumption of aircraft fuel tanks.

1.36.8. Flexible Borescope Inspection, Training, and Certification Program. This program requires all units with engines that have a TO requirement to specifically use a flexible borescope, to develop and maintain a comprehensive training program that ensures proper care of equipment and proficiency is maintained. MTF will maintain separate course codes in MIS for flexible borescope inspection (Refer to command supplement, for more details).

1.36.9. Chaffing Awareness Training Program. Fighter aircraft units must develop a chaffing awareness training program that incorporates familiarization of tubing, wiring, and line replaceable units, etc. The MTF will conduct initial and refresher training.

1.36.10. Engine Run Training Program. The MTF is the OPR for this training, which is designed to qualify aircraft maintenance personnel on techniques required to run engines. To be qualified, an individual must complete a formal training course conducted either by the MTF, FTD or AFETS and then must be certified by a certifying official. Individuals must be certified NLT 20 duty days after Phase II training is completed. If an individual is not certified by that time, they must re-accomplish Phase II training. After completion of training and certification the member can then be placed on the Special Certification Roster (SCR).

1.36.11. Forms Documentation. The MTF is the OPR for this training, which is designed to qualify aircraft maintenance personnel on the proper documentation of Aircraft/Equipment Forms, (refer to AFI 21-101, Chapter-7).

**1.37. Training Requirements during Deployments.** Units must make every attempt to train their personnel prior to deployment. Personnel who are deployed and go overdue for training are counted as overdue on their squadron's monthly training statistics. Personnel who are deployed and have the capability at the deployed location must complete training. Personnel who go overdue for training while deployed will receive priority scheduling and complete any overdue training within 60 days after they return to duty at home station.

**NOTE:** The above overdue policy is not valid for programs specified in other instructions (e.g. Engine Run).

**1.38. File Plan.** Each MTF will establish a file plan IAW AFMAN 37-123 and AFI 37-139 as a minimum; the file plan will contain the following items:

- 1.38.1. All class rosters.
- 1.38.2. Course code documentation. (Additions, deletions, and changes must be retained as historical records until course code is removed from MIS)
- 1.38.3. Monthly training documentation (e.g. forecasts, AF Form 898's, training schedules)
- 1.38.4. MIS training products.
- 1.38.5. Messages and e-mails (e.g. out of command requests, TDY instructor assists, special/contract training requests)
- 1.38.6. Master CCD Inventory Log.
- 1.38.7. Master set of CCDs.
- 1.38.8. Master Interactive Multimedia Instruction (IMI) Inventory Log.
- 1.38.9. Folders for stand alone IMI programs.
- 1.38.10. Tests and test analyses.
- 1.38.11. Completed MTF critiques and class packages filed by course name or number and training completion date.
- 1.38.12. Master copy of the Course Catalog.
- 1.38.13. Master copy of student training materials.
- 1.38.14. Meeting minutes (e.g. Unit, scheduling, CAC).
- 1.38.15. Assignment of training managers for unit support.
- 1.38.16. Maintain documentation of MTF In-House Training sessions for 1 year.
- 1.38.17. Listing of personnel authorized to update MIS.

**NOTE:** CCAF affiliated schools must maintain these for a minimum of 10 years. Use Record Information Management System table and rule for project files.

**1.39. MTF In-House Training Program.** The superintendent must establish an In-house Training Program for all personnel assigned to the MTF. The program must be designed with goals and objectives to address processes and procedures within the flight. Training sessions must also be scheduled and attendance documented to ensure maximum participation by all flight members. Training can be done as a flight, branch or element, however all personnel will attend at least one training session each month. Superintendents must establish a six-month schedule. The schedule will be updated quarterly and posted where all flight members can review it to prepare for the sessions. Upgrade and qualification training are on-going requirements and will be completed IAW AFI 36-2201.



## Chapter 2

### ORGANIZATIONAL RESPONSIBILITIES

**2.1. General.** The Maintenance Group Commander is ultimately responsible for all aircraft maintenance training within the Maintenance Group. Unit commanders and supervisors must ensure training programs are effective, efficient, and completed on time to meet mission requirements.

**2.2. MAJCOM Aircraft Maintenance Training Branch.** The Aircraft Maintenance Training Branch is the single point of contact on aircraft maintenance training matters with HQ USAF, other MAJCOMs, and field units. They have the responsibility to:

- 2.2.1. Provide maintenance training policy and guidance to MTFs.
- 2.2.2. Evaluate and monitor AETC and MTF courses and programs.
- 2.2.3. Perform staff assistance visits at the MXG/CC request or when training indicators warrant.
- 2.2.4. Validate and coordinate MAJCOM, *Compliance and Standardization Requirements List (C&SRL) or Functional Inspection Guides (FIG)*.
- 2.2.5. Publish, manage, and interpret MAJCOM Instruction 36-2202, *Aircraft Maintenance Training Program*.
- 2.2.6. Publish and maintain the CAF MCL.
- 2.2.7. Schedule and conduct the MTF Conference.
- 2.2.8. Manage the MTF of the Year Award program.
- 2.2.9. Manage the MTF Instructor of the Year Award program.
- 2.2.10. Augment the Maintenance Standardization Evaluation Team (MSET).
- 2.2.11. Chair Site Activation Task Force (SATAF) Training Working Groups.
- 2.2.12. Manage future maintenance training requirements.
- 2.2.13. Direct and monitor IMI development.
- 2.2.14. Manage exportable and distance learning training.
- 2.2.15. Manage Mission Readiness Training requirements for aircraft maintenance personnel.
- 2.2.16. Manage ACC Maintenance Readiness Training Center (ACC Schoolhouse) quotas and requests for MTTs.
- 2.2.17. Monitor Mission Ready Airman (MRA) program.
- 2.2.18. Analyze monthly Status of Training (SOT) data.
- 2.2.19. Coordinate with PACAF DP on training and manning issues.
- 2.2.20. Manage En-route Training Program.
- 2.2.21. Coordinate annual training requirements.
- 2.2.22. Attend AF and MAJCOM level conferences and workshops affecting maintenance training.

2.2.23. Coordinate on enlisted specialty training waivers with AF and command functional managers.

2.2.24. Manage command directed courses.

### **2.3. Maintenance Group Commander. MXG/CC will:**

2.3.1. Organize the MTF IAW AFI 21-101 and this publication (see [Figure 3.1.](#)).

2.3.2. Ensure the MTF is the single point of contact for aircraft maintenance training matters affecting the maintenance group.

2.3.3. Provide facilities to the MTF in support of aircraft maintenance training programs to include sufficient offices, classrooms, equipment, computer support and dedicated hangar space.

2.3.4. Ensure personnel assigned to the MTF do not perform additional duties that would detract from their primary responsibilities (i.e. Unit Deployment Manager).

2.3.5. Ensure each newly assigned AFETS/CETS representative meets and confers with the MTF to discuss their role in maintenance training.

2.3.6. Ensure the MTF receives funding to sustain maintenance training operations and develop staff personnel to satisfy mission requirements.

2.3.7. Ensure the MTF is provided highly qualified maintenance technicians as assigned or attached instructors based on the unit manning document and training needs of the maintenance community.

2.3.8. Ensure aircraft are available for training.

2.3.9. Sign and approve AF Form 898.

2.3.10. Chair the monthly SOT briefing.

### **2.4. Maintenance Operations Squadron (MOS) Commander. MOS/CC will:**

2.4.1. Organize the MTF IAW this instruction.

2.4.2. Submit MTF funding requirements to sustain maintenance training operations.

2.4.3. Ensure the MTF is manned/in accordance with UMD.

2.4.4. Ensure personnel assigned to the MTF do not perform additional duties that would detract from their primary responsibilities (i.e. Unit Deployment Manager).

2.4.5. Comply with the duties and responsibilities in paragraph [2.5.](#) below.

**2.5. Squadron Commanders.** Commanders within the MXG are responsible to ensure a training program is developed and implemented IAW AFI 21-101, AFI 36-2201, AFI 36-2232, MAJCOM 21-101, and this publication. The program must satisfy mission readiness and formal training requirements as identified by Air Force and MAJCOM directives to include MTP and the CAF MCL.

2.5.1. Provide UTM's a work area to manage and perform their daily duties.

2.5.2. Ensure the UTM's attend unit staff meetings.

**2.6. Squadron Training Monitors.** Commanders will appoint a single squadron level training (non-AFS 3S2X1) monitor in writing to assist the UTM. Specific duties of the training monitor are established by

the MTF Superintendent and coordinated with the unit commander. Squadron monitors cannot manage the Enlisted Specialty Training Program as outlined in AFI 36-2201. Although the training monitor is assigned to the squadron, the MTF UTM is the POC and has the overall responsibility for managing that unit's training program. As a minimum, the squadron training monitor will:

- 2.6.1. Assist supervisors in identifying and projecting ancillary training requirements.
- 2.6.2. Attend unit training meetings and the MTF scheduling meetings.
- 2.6.3. The MTF Superintendent may use local operating instructions to authorize squadron training monitors to update MIS. However, update capability will be limited to only work center training tasks.
- 2.6.4. When authorized, ensure training completions for work center conducted training are updated in MIS at least twice weekly using a source document. The squadron monitor cannot update any special certification items.

**2.7. Workcenter Supervisor's Responsibilities.** Workcenter supervisors, as a minimum, will:

- 2.7.1. Manage the workcenter training program and assist UTMs.
- 2.7.2. Ensure maintenance personnel attend the Maintenance Orientation Course within 45 days of assignment.
- 2.7.3. Conduct personnel initial evaluations within 60 days of assignment to work center.
- 2.7.4. Establish work center training requirements in the MTP.
- 2.7.5. Ensure training programs for their organization are administered IAW AFI 36-2201, AFI & PACAFI 21-101, and this publication.
- 2.7.6. Ensure all applicable courses required for basic job qualification are identified and loaded in MIS for assigned personnel. Requirements should be reviewed when training is changed.
- 2.7.7. Provide work center training requirements to be loaded in MIS to the UTM. A work center training requirement will be loaded when the majority (51 percent or more) of personnel in the work center require the course, including MAJCOM directed and CAF MCL courses. Review and validate the requirements at least semi-annually.
- 2.7.8. Ensure duty related courses that apply to selected personnel within a work center are individually loaded into MIS.
- 2.7.9. Notify the UTMs when there is a need for improving or developing training courses or programs. Submit requests IAW [Chapter 5](#) of this publication.
- 2.7.10. Ensure personnel requiring training are properly identified, scheduled, and released for training.
- 2.7.11. Coordinate all training through the UTM and/or squadron training monitors.
- 2.7.12. Ensure MIS updates are accurate.
- 2.7.13. Coordinate personnel changes to scheduled classes with the UTM and/or squadron training monitor as applicable to prevent training deviations.
- 2.7.14. Attend unit training meetings.

2.7.15. In conjunction with the MTF ensure inbound personnel are identified for en route training as required.

**2.8. Field Training Detachment Responsibilities (FTDs).** FTDs are located at various bases and selected tenant units. Within the Combatant Commands, FTDs provide on-site training services by means of permanent or temporarily assigned instructors or mobile training teams. FTDs use locations such as flightline, maintenance shops, hangars, and classrooms. See the Education and Training Course Announcement web-site for additional FTD information. The FTDs have the responsibility to:

- 2.8.1. Respond to all training requests from the MTF. However, new requirements must be coordinated through and approved by PACAF/LGMMR.
- 2.8.2. Review and sign AF Form 898, Field Training Requirements Scheduling Document, or an automated facsimile.
- 2.8.3. Attend the SOT meetings.
- 2.8.4. Attend MTF monthly training scheduling meeting.
- 2.8.5. Develop written procedures with MTF to ensure FTD ISR's are coordinated with the proper maintenance agencies.
- 2.8.6. Provide MTF copies of current FTD CC/TSs (maintenance courses only) if not available through the 982 TRG web page.
- 2.8.7. Certify students on required tasks when requested by units.
- 2.8.8. Attend CAC meetings when requested.

**2.9. 367 TRSS (Hill AFB).** The 367 TRSS provides performance analysis services and training product development (IMI, training videos and publications) for HQ ACC/LGQT and HQ AMC/A44MT. Other MAJCOMS may request a performance analysis or product development by coordinating through their lead commands. The 367 TRSS conducts a performance analysis on all projects requested by MAJCOM functional managers and along with functional managers, will isolate key problem areas to include knowledge and skill training gaps, environment (technical data, tools, management, and policy/procedures), incentive, and motivation. At the completion of the performance, needs, and media analysis, the 367 TRSS and functional managers will validate the training need/solution and the 367 TRSS will design, develop, maintain, or contract out IMI, videos, and publications in support of aircraft/weapons/munitions maintenance continuation training. The 367 TRSS will also maintain a learning management system (Internet Courseware Management System (ICMS)) to distribute IMI courseware. All products developed by the 367 TRSS can be utilized by anyone with a .mil or .gov internet web site. The 367 TRSS maintains a website with information on downloading products through the ICMS, courses under development, courses available by weapon systems, and Defense Automated Visual Information System (DAVIS) / Defense Instructional Technology Information System (DITIS) IMI ordering instruction hot-links.

(<http://www.hill.af.mil/367trss>).

## Chapter 3

### MAINTENANCE TRAINING FLIGHT (MTF)

**3.1. General.** The MTF is a MXG level agency organized as a centralized aircraft maintenance training function ([Figure 3.1](#)). However, when manning permits, UTMs will be physically located and conduct their daily duties in the unit(s) they support. All MIs and UTMs (AFSC 3S2X1) will be assigned to the MTF under the Maintenance Operation Squadron (MOS) for administrative purposes. The centralization concept provides economy of scale and standardizes maintenance training throughout the MAJCOM. UTMs will manage one or more squadrons (if necessary). The MTF consists of the Training Management Section and Development and Instructor section. These sections are subdivided into elements, each defined in [Chapter 3](#) and [Chapter 5](#). The overall responsibility for management of the MTF rests with the Flight Superintendent.

**NOTE:** Locate UTMs assigned to support AMXS in the squadron.

#### 3.2. Manning.

3.2.1. Supervision. The Flight Superintendent position will be an authorized AFSC 3S2X1.

**NOTE:** Any AFS other than a 3S2X1 cannot hold the duty title Flight Superintendent or Flight Chief Duty title.

3.2.2. Training Management Section. The Chief, Training Management Section will be an authorized AFSC 3S2X1. The NCOICs of Scheduling and Training Manager Elements will be authorized AFSC 3S2X1s.

3.2.3. Development and Instructor Section. The Chief, Development and Instructor Section will be the ranking individual assigned to the section. The Development Element NCOIC will be an individual holding an authorized AFSC 3S2X1, while the Instructor Element NCOIC will be the next ranking assigned instructor.

3.2.4. Additional duties assigned to MTF personnel will not detract from their primary duties. For example, personnel filling the superintendent position should not be assigned full-time first sergeant duties.

**3.3. Training.** MTF superintendents will ensure personnel (instructors and UTMs) are adequately trained to perform their duties. A rotation plan for UTMs will be established, and they should be rotated to different duty positions or sections to gain experience whenever possible (recommend two year point for rotation). All individuals will attend applicable formal schools (i.e. MRTC, ISD). Training in current and new technologies by other commands, services, and civilian institutions is also highly recommended.

#### 3.4. Maintenance Training Flight Superintendent Responsibilities.

3.4.1. Serve as the liaison between maintenance units and base training, and ensure upgrade training and qualification training programs are conducted in accordance with AFI 36-2201.

3.4.2. Develop and submit budget to include items listed in paragraph [1.9](#).

3.4.3. Ensure squadron UTMs are designated in writing. Provide a copy of signed letter to respective unit commander and base training office. At the beginning of the month provide respective unit com-

manders a working schedule to include TDY, leaves, appointments, and in-house MTF training for assigned UTM's for the upcoming month.

3.4.4. Ensure a viable file plan is developed for the MTF IAW AFI 37-139 and AFMAN 37-123.

3.4.5. Ensure MIS is the only system for scheduling training.

3.4.6. Act as the single point of contact for all training matters affecting the maintenance community, to include outside agencies. For example: Disaster Preparedness and FTD.

3.4.7. Ensure timely submission of aircraft and support equipment requirements to MOS Plans Scheduling and Documentation (PS&D).

3.4.8. Ensure an SOT briefing is produced as outlined in paragraph 4.10.

3.4.9. Brief the monthly SOT stand-up briefing.

3.4.10. Review and coordinate training requests identified on AF Form 898, Field Training Requirements Scheduling Document.

3.4.10.1. Ensure open seat allocations are provided to host FTD not later than the 15th of each month.

3.4.11. Review MAJCOM formal courses, MTF class packages, and maintenance instructor (MI) folders.

3.4.12. Monitor training conducted by AFETS and CETS personnel.

3.4.13. Manage the maintenance training program for international students, IAW AFI 36-2201.

3.4.14. Appoint primary and alternate supply custodians to manage MTF supply and equipment accounts.

3.4.15. Manage the MTF administrative functions.

3.4.16. Identify in writing a listing of personnel authorized to update MIS.

3.4.17. Interview and select individuals to serve as assigned or attached instructors.

3.4.18. Appoint a Consolidated Tool Kits (CTK) custodian(s) (primary and alternate), if applicable.

3.4.19. Establish procedures for the control and maintenance of aircraft ground trainers when assigned to the MTF.

3.4.20. Promote continuing education, i.e., CCAF and other advanced degree programs for assigned personnel.

3.4.21. Ensure local training operating instructions are developed.

3.4.22. Review QA summaries for training deficiencies or trends.

3.4.23. Coordinate on MTF POIs prior to course validation.

3.4.24. Inform MAJCOM on training production requests such as video, CBT, and IMI that cannot be supported locally.

3.4.25. Serve as MXG liaison for MRTC student and administrative issues. (See Chapter 12)

3.4.26. Review and coordinate when appropriate on Host Tenant Agreements and MOAs as the maintenance training POC for the wing.

- 3.4.27. Serve as the Maintenance Training POC for all Site Activation Task Force (SATAF) and weapon modification issues.
- 3.4.28. Conduct weekly flight staff meeting with all MTF personnel.
- 3.4.29. Establish an MTF customer feedback program to provide continuous, measurable improvements and ensure training needs are being met.
- 3.4.30. Establish a meaningful and effective in-house training program.
- 3.4.31. Develop continuity books for superintendent duty position and ensure continuity books are developed throughout the flight.

### **3.5. Chief, Training Management Section Responsibilities.**

- 3.5.1. Ensure a training plan is developed for UTMs and scheduling personnel. Ensure continuity books are developed for both the scheduling and training manager elements.
- 3.5.2. Conduct informal work center visits to ensure UTMs are actively involved in their unit's training program and performing duties outlined in AFI 36-2201 and this publication.
- 3.5.3. Determine which MIS products the UTMs are required to retain.
- 3.5.4. Ensure UTMs conduct staff assistance visits (SAV) IAW AFI 36-2201. An information copy will be provided to MTF Superintendent and base training office.
- 3.5.5. Ensure the monthly scheduling meeting is conducted IAW paragraph 4.6.
- 3.5.6. Develop backup procedures in case of extensive (more than two days) MIS down time.

**NOTE:** Use most current TMAAA to track completion until system comes back on-line.

- 3.5.7. Ensure training completions and task qualifications are properly documented before being entered into the MIS training subsystem. The AF Form 2426, MAJCOM forms, and e-mails are acceptable source documents for this purpose.

**NOTE:** E-mails cannot be used for Special Certification items.

### **3.6. NCOIC, Unit Training Manager Element Responsibilities.**

- 3.6.1. Ensure UTMs receive required training.
- 3.6.2. Ensure UTMs coordinate training requirements for their designated unit to include HQ PACAF formal courses, FTD, MTF, and ancillary training.
- 3.6.3. Coordinate with the scheduling element on matters affecting students attending courses.
- 3.6.4. Ensure UTMs manage and retain a copy of training products for their unit(s).
- 3.6.5. Ensure UTMs provide AF Form 898, Field Training Requirements Scheduling Document inputs for the unit(s) they support.
- 3.6.6. Attend the monthly training scheduling meeting.
- 3.6.7. Assist UTMs and supervisors in managing the CDC program.
- 3.6.8. Ensure training entries are updated into MIS in a timely manner.

3.6.9. Coordinate requests for training conducted by AFETS or CETS with the NCOIC, Scheduling Element.

3.6.10. Develop continuity books for UTMs and NCOIC element duty position.

**3.7. Unit Training Managers (UTMs).** UTMs manage the training program for the commander according to this instruction and AFI 36-2201. The UTM is responsible to update all training requirements into the MIS training sub-system at least twice weekly. Updates do not include events created by the MTF scheduler. The MTF Superintendent may authorize the squadron training monitor to update workcenter requirements only, when directed in local training directive.

3.7.1. The UTM is responsible for assisting supervisors with upgrade, qualification, and maintenance training programs within the aircraft maintenance community. The UTM is the POC within the squadron for all training matters. UTMs will:

3.7.1.1. Coordinate with the MTF to obtain training beyond the squadron's capability.

3.7.1.2. Manage visual information (VI) products at the unit level.

3.7.1.3. Assist work center supervisors in preparing training session course outlines for training conducted within the work center.

3.7.1.4. Forward statistical data to MTF in a timely manner for input into the monthly SOT briefing.

3.7.1.5. Manage MIS training products, make timely distribution of these products, and ensure all products are accurate and current.

3.7.1.6. Ensure all work center training requirements have been loaded to MIS.

3.7.1.7. Provide unit inputs to the AF Form 898, Field Training Requirements Scheduling Requirements Document.

3.7.1.8. Manage and conduct SAVs according to AFI 36-2201. Also, provide a copy of the written report to the squadron commander, MTF Superintendent, and base training.

3.7.1.9. Ensure personnel changes are coordinated IAW local instructions with the scheduling section to prevent deviations.

3.7.1.10. Coordinate training no-show notifications through the appropriate work center to the unit commander.

3.7.1.11. Attend the unit and MTF weekly staff meetings.

3.7.1.12. Provide the unit commander an SOT pre-brief.

3.7.1.13. Process personnel in/out during PCA, PCS, and TDY.

3.7.1.14. Forward all training policy correspondence and inquiries from the unit through the MTF Superintendent for review before sending to higher headquarters.

3.7.1.15. Provide inputs to the NCOIC, UTM Element to develop the UTM continuity book.

3.7.1.16. Conduct quarterly training meetings and forward training meeting minutes to the MTF, workcenters, and the base training office.



### 3.8. NCOIC, Scheduling Element Responsibilities.

3.8.1. The Scheduling Element is responsible for scheduling all PACAF formal courses, maintenance, ancillary, MTF, and AETC/FTD training for aircraft maintenance personnel. The Scheduling Element also manages the MIS training subsystem IAW AFCSM 21-570, Volume 2, and this publication. The scheduling element will: (also see [Attachment 3](#))

3.8.1.1. Manage the MIS training subsystem.

3.8.1.2. Load, change, or delete course codes as needed.

3.8.1.3. Conduct and document annual review of all course codes for accuracy and validity.

3.8.1.4. Coordinate requirements for the operation and maintenance of the training subsystem with Analysis Section.

3.8.1.5. Establish recurring product requests with Data Base Management.

3.8.1.6. As applicable, coordinate requests for training beyond the capability of the MTF with:

3.8.1.6.1. MAJCOM

3.8.1.6.2. FTD

3.8.1.6.3. Local training providers

3.8.1.7. Publish monthly/weekly MTF/FTD class schedules. Include type of training, date, time (start and end), and location. Provide to Instructor Element NCOIC to coordinate required equipment.

3.8.1.8. Ensure ancillary training requirements are reviewed for the number of quotas requested and supported.

3.8.1.9. Ensure the monthly scheduling meeting is conducted IAW Para [4.6](#).

3.8.1.10. Establish, change, update, close or delete all required classes in MIS.

3.8.1.11. Ensure instructors receive a class roster before class start date e.g., Consolidated Training Report Format 3 or a Class Update Inquiry Format 2, screen 274, or use a CUP inquiry.

3.8.1.12. Consolidate unit inputs for the AF Form 898, Field Training Requirements Scheduling Document, and submit the completed scheduling document to the Chief, Training Management section for review.

3.8.1.13. Submit request for FTD TDY instructor assistance IAW AFI 36-2201 and this publication.

3.8.1.14. Develop a scheduling element continuity book.

**3.9. Chief, Development and Instructor (D&I) Section Responsibilities.** The D&I Section will develop, manage, and conduct standardized training for aircraft maintenance personnel. Courses will not duplicate FTD training objectives. The D&I chief will:

3.9.1. Maintain an active interface with workcenter supervisors, FTD, and the Scheduling Element.

3.9.2. Participate as a member of the CAC.

3.9.3. Ensure new training courses are prioritized when applicable.

- 3.9.4. Ensure tests maintained (in the Development Element) are properly managed and controlled.
- 3.9.5. Ensure VI production requests for training materials are prioritized and processed.
- 3.9.6. Ensure necessary supplies, tools, equipment, classrooms, and personnel are available for scheduled MTF classes.
- 3.9.7. Ensure aircraft and support equipment requirements are identified to MOS PS&D (IAW MAJCOM Instruction 21-101) and ready for training.
- 3.9.8. Attend the daily maintenance scheduling/production meeting.
- 3.9.9. Review MTF class packages.
- 3.9.10. Periodically observe MTF classes for both student and instructor performance.
- 3.9.11. Participate in the selection of maintenance instructors.
- 3.9.12. Ensure folders are developed and maintained for each assigned and attached instructor and conduct a review of those folders at least every six months.
  - 3.9.12.1. Review the instructor's task/academic evaluations.
  - 3.9.12.2. Recommend retention on staff or PCA to parent organization after 36 months.

**NOTE:** The recommended tour for MI assigned to the MTF should be no longer than four years.

- 3.9.13. Attend the MTF monthly scheduling and SOT meeting.
- 3.9.14. Ensure a technical order (TO) file is established and maintained IAW TOs 00-5-1 and 00-5-2, as applicable.
- 3.9.15. Ensure CTKs are maintained IAW MAJCOM Instruction 21-101, if applicable.
- 3.9.16. Develop procedures with QA to ensure mandatory student task evaluations are performed.
- 3.9.17. Request QA performs initial and recurring instructor personal (task) evaluations.
- 3.9.18. Ensure POIs are reviewed and forwarded to MTF superintendent prior to course validation.
- 3.9.19. Review and approve instructor lesson plans annually.
- 3.9.20. Establish written procedures with FTD for coordination of FTD ISRs.
- 3.9.21. Ensure training plans are developed for assigned personnel.
- 3.9.22. Develop continuity book for duty position and ensure books are developed for both Instructor and Development Elements.
- 3.9.23. Establish a log to track instructor utilization and lost training time, i.e. instructor illness, equipment non-availability, etc... Report both in the SOT.

**3.10. NCOIC Development Element Responsibilities.** The Development Element develops and manages course control documents (CCD) along with associated training materials to support MTF courses. The NCOIC of the Development Element will:

- 3.10.1. Ensure the ISD process is applied to all training programs.
- 3.10.2. Perform a review of CCDs to include attached instructor courses every 15 months.

**NOTE:** Short tour locations review every 12 months.

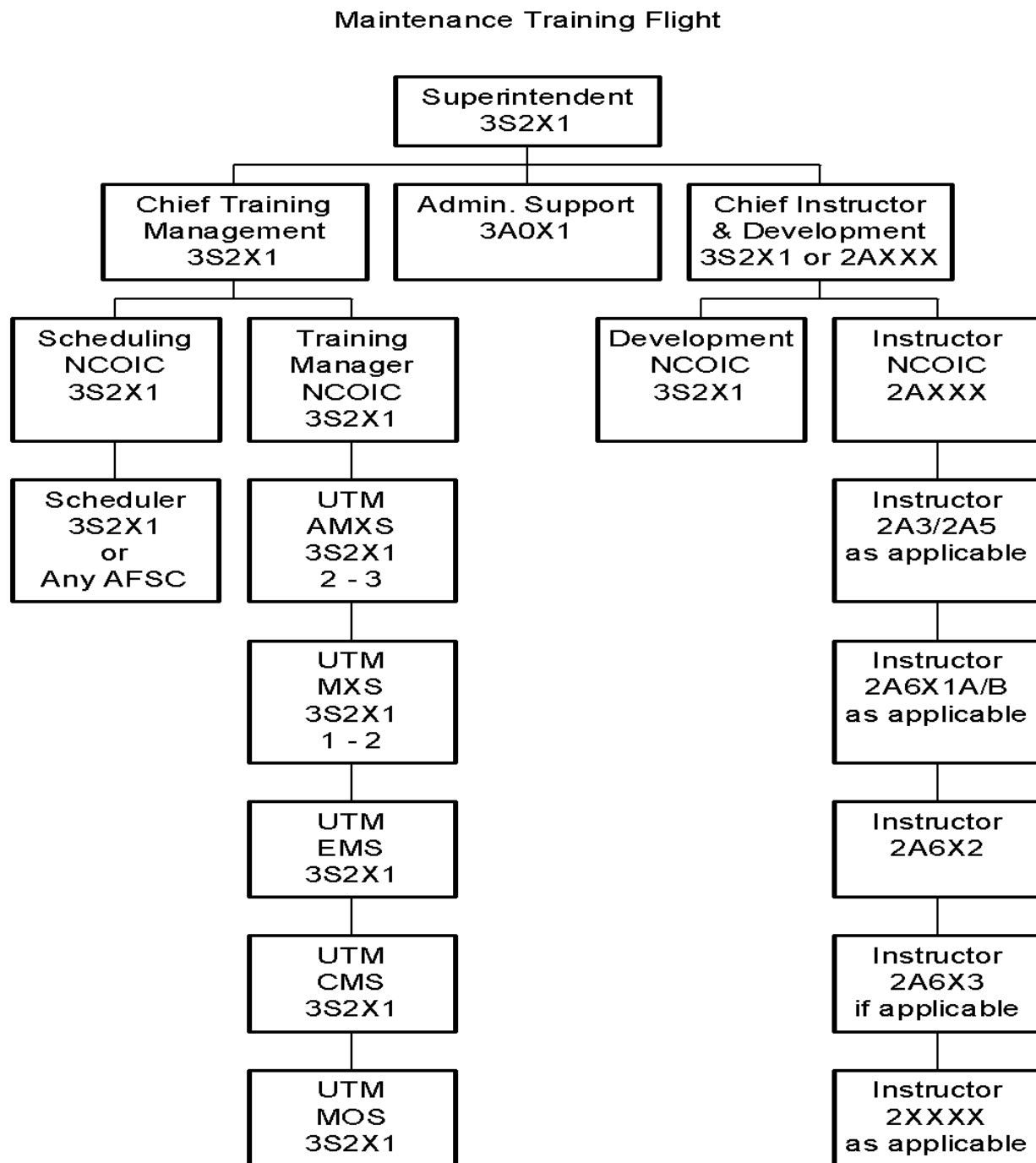
- 3.10.3. Ensure an ISD project plan is used for MTF courses in development or revision.
- 3.10.4. Incorporate changes (as they occur) to CCDs that result from T.O. or publication updates as identified by the SME, course administrator, or CAC.
- 3.10.5. Submit recommended changes for FTD courses to the FTD Commander/Superintendent.
  - 3.10.5.1. Requests will be coordinated through the MTF Superintendent and the MXG/CC.
  - 3.10.5.2. New or revised FTD CC/TSs will be coordinated on an AF Form 1768.
- 3.10.6. Coordinate course development with the using work centers, SME, and other coordinating agencies.
- 3.10.7. Establish an ISD project status board or automated product to monitor course development, coordination, and status.
- 3.10.8. Inform the MTF Superintendent on training production requests, such as video, CBT, and IMI.
- 3.10.9. Ensure new training courses and VI program requirements are prioritized.
- 3.10.10. Manage the MTF's VI equipment.
  - 3.10.10.1. Ensure VI equipment assigned to the MTF is periodically cleaned and serviced.
- 3.10.11. Maintain an inventory of all VI programs and equipment assigned to the MTF, master CCDs, and written tests.
- 3.10.12. Review and coordinate FTD ISRs when required.
- 3.10.13. Maintain a master CCD file for courses taught by the maintenance community.
- 3.10.14. Develop and maintain a course catalog.
- 3.10.15. Manage MTF testing program.
- 3.10.16. Chair each CAC.
- 3.10.17. Maintain an active interface with Instructor Element, FTD, and Training Management Section.
- 3.10.18. Ensure accountability, availability, and utilization of MIS.
- 3.10.19. Ensure course validation is completed prior to course implementation.
- 3.10.20. Develop a continuity book for the duty position and all associated positions.

### **3.11. NCOIC Instructor Element Responsibilities.**

- 3.11.1. Ensure instructors use approved and current CCDs.
- 3.11.2. Maintain an active interface with work center supervisors, training management section, and FTD.
- 3.11.3. Provide inputs for training schedules and reports, as required.

- 3.11.4. Obtain necessary supplies, tools, equipment, and aircraft for MTF courses. This is a joint FTD and MTF effort when supporting AETC courses.
- 3.11.5. Ensure availability of instructors to meet the MTF class schedule.
- 3.11.6. Annotate task qualification items identified in the Plan of Instruction (POI) on each student's Career Field Education and Training Program (CFETP), to include AF Forms 797s IAW AFI 36-2201, Volume 3.
- 3.11.7. Ensure MIs develop personalized lesson plans for each course.
- 3.11.8. Record and report lost training time daily to the Chief, D&I Section.
- 3.11.9. Monitor student performance and take corrective action as necessary.
- 3.11.10. Brief the D&I Section Chief, the applicable UTM, and the immediate supervisor, as required, whenever student's progression is substandard.
- 3.11.11. Assist instructors with student issues as necessary.
- 3.11.12. Ensure instructors administer and control tests.
- 3.11.13. Ensure only instructors teach the maintenance orientation and annual maintenance refresher courses.
- 3.11.14. Initiate Questionnaire/Survey as required.
- 3.11.15. Ensure instructors operate and maintain VI equipment.
- 3.11.16. Ensure instructors follow the approved POI when teaching.
- 3.11.17. Ensure instructors review and sign FTD ISR documentation, as applicable.
- 3.11.18. Ensure instructors issue training deficiency reports, when required.
- 3.11.19. Develop and maintain a folder for each assigned and attached instructor.
- 3.11.20. Develop a continuity book for the duty position and all associated positions.

Figure 3.1. MTF Organizational Structure.



## Chapter 4

### MTF SCHEDULING FUNCTION

**4.1. General.** This chapter identifies guidelines used to schedule maintenance personnel in the maintenance group. Individuals assigned to this duty position in the MTF will use these key processes and procedures to ensure scheduling across the maintenance group remains efficient, consistent, and effective. In addition, they will also manage the MIS training subsystem IAW AFCSM 21-570 and this instruction.

#### 4.2. MTF Scheduling Process.

- 4.2.1. Distribute quota request forms to UTMs for FTD, ancillary, MTF, and AFETS training.
- 4.2.2. Conduct the monthly scheduling meeting IAW paragraph 4.6.
- 4.2.3. Collect, consolidate, and verify unit inputs for the AF Form 898, ancillary, MTF, and AFETS requests.
- 4.2.4. Submit consolidated quota requests to appropriate training providers.
- 4.2.5. Collect class dates from training providers and build classes in the MIS.
- 4.2.6. Publish weekly/monthly MTF/FTD class schedules no later than the 15th calendar day of the month.
- 4.2.7. Provide class rosters to the training providers three duty days prior to class start date, as a minimum.
- 4.2.8. Request training attendance data from training providers. Verify attendance data and close events in MIS. Collect and update class rosters from local training agencies NLT two duty days after course completion.
- 4.2.9. Notify UTMs of class deviations and maintain data for the SOT.
- 4.2.10. Send FTD open seat message (may use fax/email capabilities) within the command with applicable MDS units. Identify all open seats by MDS, course title, class dates, and course number to the corresponding MDS units NLT the 15th of each month.
- 4.2.11. Update all training classes scheduled by the MTF.
- 4.2.12. Ensure training transaction identifier codes (TRIC) are not turned off without MAJCOM approval.
- 4.2.13. Load, change, and delete course codes as required. Maintain a copy of the course code request.
- 4.2.14. Review annually the MIS training course table. Due to the large number of course codes, it is recommended a percentage of the course codes be reviewed semi-annually or quarterly to ensure 100 percent course code review.

**4.3. Maintaining Scheduling Files.** As a minimum, maintain the following items for 1 year unless stated otherwise:

- 4.3.1. Class rosters.

- 4.3.2. Messages and email traffic pertaining to training assistance and policy changes.
- 4.3.3. Monthly training documentation (e.g., forecasts, AF Form 898's, training schedules, etc.).
- 4.3.4. Deviation letters (e.g., no-show letters, course cancellations, etc.).
- 4.3.5. Course code documentation (additions, deletions, and changes) – until no longer applicable
- 4.3.6. MIS products – until no longer applicable.

**4.4. MIS.** The Maintenance Information System is the only official data system to manage and track maintenance training requirements for the CAF. Use the MIS to the fullest extent possible so maintenance community training needs can be determined, validated, and scheduled as required. Ensure data loaded into the MIS is not duplicated on manual forms or any other means of manual/automated documentation unless specifically exempted in this or other applicable publications. Example: AF Form 1098, Special Task Certification and Recurring Training, General Purpose Forms.

**4.5. MIS Products.** Use training products to manage the maintenance training program and ensure products are current and available in the Training Management Section. The following products as a minimum, are used by the MTF and maintenance supervision to manage maintenance programs:

- 4.5.1. Maintenance Personnel Listing (TRIC: MPL). This product is used to reference employee numbers, work centers, supervisors, squadrons, organization IDs, etc.
- 4.5.2. Training Forecast (TRIC: TMA). This product is used to assist in forecasting and scheduling of training requirements.
- 4.5.3. Training Course Table (TRIC: TQE). This product identifies all MIS course codes, narratives, frequency, duration, etc.
- 4.5.4. Consolidated Training Report (TRIC: CRT). This product identifies class rosters, class schedules, etc. Do not produce this product if the work center supervisor uses MIS screen 727, and procedures are identified (in writing) to ensure scheduled individuals are notified in a timely manner.
- 4.5.5. Course Status Reports (TRIC: CSR). This product identifies specific course information. Do not produce this product if the work center supervisor uses MIS screen 597/994.

#### **4.6. Monthly Training Scheduling Meeting.**

- 4.6.1. Conduct meeting by the 5th duty day of each month.
- 4.6.2. Use the meeting to review and project training requirements, schedules, capabilities, and mission impacts, to include FTD, MTF, AFETS, and ancillary training issues. Meeting topics will include, but are not limited to the following:
  - 4.6.2.1. Review the AF Form 898 with emphasis on satisfying priority backlogs.
  - 4.6.2.2. Initiatives to reduce course backlogs/overdues identified in MIS.
  - 4.6.2.3. Impacts on training due to mobility exercises, local deployments, surges, higher headquarters visits, etc.
  - 4.6.2.4. FTD's ability to satisfy training demands (TDY commitments, conversion support requirements, manning shortfalls, instructor qualifications, etc.).

- 4.6.2.5. Identification of aircraft and support equipment availability for training.
- 4.6.2.6. Instructor availability.
- 4.6.2.7. En route student training demands.
- 4.6.2.8. Review ancillary training (i.e., CWDT, M-16, etc.) allocations and changes.
- 4.6.3. Attendees will include, but are not limited to the following personnel:
  - 4.6.3.1. Chief, Training Management Section.
  - 4.6.3.2. Unit Training Managers.
  - 4.6.3.3. NCOIC, Instructor Element, or a representative.
  - 4.6.3.4. FTD scheduler.
  - 4.6.3.5. Squadron Training Monitors.
- 4.6.4. Publish and file meeting minutes and provide copies to the MTF and FTD superintendents and all attendees.
- 4.6.5. AF Form 898, Field Training Requirements Scheduling Document. This form provides for the prioritization of MAJCOM demands to ensure critical FTD training requirements are identified and met. All MTFs and TDs supporting field units will use the AF Form 898 for scheduling FTD systems and associate courses.

#### **4.7. Priority Backlog Management.**

- 4.7.1. Screen all FTD training backlogs for each course to ensure they are realistic and valid.
- 4.7.2. Verify the training demand for each course is valid and supportable by the work center.
- 4.7.3. Send the completed AF Form 898 to the FTD by the 10th calendar day of each month.

**NOTE:** FTD schedules requested courses (priority courses first) and returns the AF Form 898 to the MTF by the 15th calendar day of the month.

- 4.7.4. Solve priority backlogs with FTD to the maximum extent possible. Consider the following local alternatives, as a minimum, to aid backlog reductions:
  - 4.7.4.1. Temporarily increasing instructor-student ratios.
  - 4.7.4.2. Adjusting class start dates.
  - 4.7.4.3. Temporarily adjust hours taught each day.
  - 4.7.4.4. Add shifts based upon instructor availability.
  - 4.7.4.5. Obtain training from another command supported FTD (MTF-to-MTF) IAW Para [4.9.2.](#), this instruction. The following procedures and responsibilities apply when requesting this training:
    - 4.7.4.5.1. The MTF requesting open seats will contact the host MTF, by message/fax/e-mail, to request open seats and supply the name, rank, and SSAN, of attendees by the 20th of each month.



4.7.4.5.2. Host MTFs will confirm, by message/fax/e-mail, training availability to the requesting MTF and provide class start and graduation dates, number of quotas, reporting instructions, and billeting confirmation number.

#### **4.8. Requesting AETC FTD Mobile Training Team (MTT) and TDY Instructor Assistance.**

4.8.1. Submit by message/fax/e-mail from the MTF scheduler to PACAF/LGMM Maintenance Training POC NLT 90 days in advance of requested class start date and include the following information:

4.8.1.1. Complete course title(s) and course number(s) the TDY instructor will teach.

4.8.1.2. Statement that capability to instruct this course (course for which instructor is being requested to teach) does/does not exist at the host FTD or why host FTD instructor is not available if applicable.

4.8.1.3. Number of students confirmed for requested training.

4.8.1.4. Statement that adequate training facilities and necessary equipment and tech data to support training are/are not available.

4.8.1.5. A primary and secondary time frame when the training should start.

4.8.2. PACAF/LGMM will contact 982 TRG, Weapon System Training Manager, Sheppard AFB, TX.

4.8.3. Once 982 TRG confirms the TDY, the FTD instructor projected for the TDY will contact the MTF/FTD scheduler to confirm training dates and special equipment requirements.

#### **4.9. Obtaining Funding for FTD (TDY-to-School) Courses.**

4.9.1. AETC, 982 TRG will pay all travel and per diem cost for students attending off station FTD courses. Except for ANG/AFRC, the MTF scheduler sends a request for funding by message/fax/e-mail to HQ PACAF/LGMM, NLT 45 days prior to class start date with the following information:

**NOTE:** Authorization for a special conveyance (i.e., rental car) or off base lodging/ per diem differential is a parent unit responsibility.

4.9.1.1. Name and rank of traveler.

4.9.1.2. SSAN of traveler.

4.9.1.3. Duty phone and squadron traveler assigned.

4.9.1.4. Name, rank, duty phone and fax number of the MTF scheduler that is submitting and tracking the request.

4.9.1.5. Course number(s) and course title(s) individual is attending.

4.9.1.6. TDY location.

4.9.1.7. Class start date.

4.9.1.8. Class completion date.

4.9.1.9. Mode of travel, e.g., commercial air or POV.

4.9.1.10. Confirmed billeting accommodations (on/off base).

4.9.1.11. Estimated travel cost.

**NOTE:** If an individual cannot attend the FTD course after the name(s) are submitted and a fund cite has been provided, notify 373 TRS/TXFR and PACAF/LGMM ASAP so the appropriate changes can take place.

4.9.2. The 982TRG/CCR will provide funding authorization NLT 14 days prior to class start date. If fund cite is not received within 14 days of class start day, contact 982TRG/CCR to expedite funding authorization. The 982TRG/CCR has the authority not to provide a fund cite if the unit has too many outstanding orders or travel vouchers that have not been settled.

**4.10. Status of Training (SOT) Briefing:** The SOT is used to report the health/status of the wing's aircraft maintenance training program. The MTF must ensure a stand-up SOT briefing is provided to the wing commander quarterly, and to the MXG/CC, and Squadron Commanders monthly. The MTF will also forward a copy of the briefing slides to PACAF/LGMM monthly. This briefing must provide a candid review of the MXG and programs. The briefing will include, but is not limited to the following:

4.10.1. Identification and status of significant training problems.

4.10.2. Number of personnel required and qualified on the following tasks as applicable:

4.10.2.1. Blade Blending.

4.10.2.2. Engine Run.

4.10.2.3. Borescope.

4.10.2.4. Intake/Inlet/Engine Exhaust.

4.10.2.5. IMDS (CAMS)

4.10.2.6. Tank build-up.

4.10.2.7. Dedicated Crew Chief.

4.10.2.8. Forms Documentation

4.10.2.9. Hot Refuel.

4.10.2.10. Deployment/readiness training.

4.10.3. FTD Demand Response Rate. The rate reflects how well the FTD responds to the unit's request for courses, it is computed by dividing the number of courses requested (the requested course must meet class size minimums) by the number of courses allocated by the FTD (for the previous month) and is expressed as a percentage. The percentage will not be above 100%.

4.10.4. FTD Utilization Rate. This rate reflects how well the unit utilized the seats that they requested from the FTD, compute it by dividing the number of seats utilized, by the number of seat requested (for the reported month) and expressed as a percentage.

4.10.5. MTF Demand Response Rate. Divide the number of quotas requested by the number of seats allocated and reflects the rate as a percentage. The percentage will not be above 100%.

4.10.6. MTF Utilization Rate. This rate reflects how well the unit utilized the seats that they requested from the MTF, compute it by dividing the number of seats utilized, by the number of seat requested (for the reported month) and expressed as a percentage. PACAF Std. 95%

**NOTE:** MTFs will report lost training time IAW Para 3.9.23.

4.10.7. Training Scheduling Effectiveness. Compute training effectiveness by dividing the number of originally scheduled personnel, minus deviations, plus walk-ins, by the total number of quotas allocated plus walk-ins.

Example: 
$$\frac{100(\text{scheduled}) - 10(\text{no-shows and non-utilization}) + 5(\text{walk-ins})}{100(\text{scheduled}) + 5(\text{walk-ins})} = \frac{95}{105} = \text{Total } 90\%$$

4.10.8. Off-station (FTD) demand and response/utilization rate if applicable (off-station computed separately from paragraph 4.10.3. and 4.10.4.).

4.10.9. Upgrade Training Status. Reflect the status of upgrade training in the following format:

4.10.9.1. Number of enlisted assigned.

4.10.9.2. Total number in upgrade training by skill level (3, 5 and 7).

4.10.9.3. Number trainees task qualified.

4.10.9.4. Number trainees task and CDC qualified (awaiting time).

4.10.9.5. Number in 5-level upgrade training by unit in the following format:

4.10.9.5.1. 0-15 months and number of those with task completion.

4.10.9.5.2. 16-24 months and number of those with task completion.

4.10.9.5.3. Over 24 months and number of those with task completion.

4.10.9.6. Number in 7-level upgrade training by unit in the following format:

**NOTE:** Include seven-level school backlogs

4.10.9.6.1. 0-12 months and number completed 7-level School.

4.10.9.6.2. 13-23 months and number completed 7-level School.

4.10.9.7. CDC data for both the 5 and 7-skill level in the following format:

4.10.9.7.1. Number enrolled and number completed.

4.10.9.7.2. Number of CDC enrollments over 9 months.

4.10.9.7.3. Number of CDC examinations passed, examinations failed, CDC extensions, and CDC reactivations.

4.10.9.7.4. CDC pass rate.

4.10.9.7.5. List of failures by AFSC.

4.10.9.7.6. Individuals who score 90 percent and above on their CDCs.

4.10.9.8. Overdue Training. Report total overdues by squadron. Report all overdues identified in MIS. Personnel overdue training should not exceed 5 percent of the total personnel assigned.

4.10.9.9. CAF MCL Backlog. Provide the total backlogs for each CAF MCL course, projected student usage and overdues.

4.10.9.10. Interactive Multimedia Instruction (IMI) usage. To ensure visibility and promote usage, identify number of CAF/MCL, number of personnel backlog, enrolled, and number of courses completed.

4.10.9.11. Identify and discuss current and future training issues and concerns.

4.10.9.12. Special Experience Identifier (SEI).

4.10.9.12.1. Number on station between 18 - 24 months without SEI.

4.10.9.12.2. Number on station between 24 - 36 months without SEI.

4.10.9.12.3. Personnel (by name) on station over 36 months without SEI.

4.10.9.13. No-shows, goal is 5%.

4.10.9.14. Lost training time.

4.10.9.15. Show en-route training needs 120 days from RNLTID.

## Chapter 5

### MTF MAINTENANCE INSTRUCTORS (MI) AND DEVELOPMENT FUNCTIONS

#### 5.1. Maintenance Instructors.

5.1.1. These personnel support maintenance courses and are assigned to the MTF against authorized manpower positions (units not authorized a specific AFSC do not have to submit a waiver request). To preclude stagnation in the instructor force, it is highly recommended that each individual be returned to the maintenance group after his or her fourth year.

5.1.2. Authorize additional personnel, by AFSC, to teach those courses required by the maintenance community (i.e. avionics, AGE, etc.)

5.1.3. A qualified individual will teach MTF courses. (See paragraph 5.4. for qualification process)

5.1.4. Use attached MIs when support does not warrant a full-time instructor. Attached MIs are assigned to their respective work center and function as a part-time instructor. MI's must meet instructor qualification requirements in paragraph 5.2.

5.1.5. Criteria to consider when determining the need for instructors:

5.1.5.1. Number of instructors required to support TPRs.

5.1.5.2. Quantity, length, and type of MTF courses.

5.1.5.3. Instructor utilization.

5.1.6. Instructor retainability (time remaining on station, overseas return date, and expiration of current enlistment).

5.1.7. MIs are assigned primarily to support maintenance training programs. The MTF commander or superintendent may use them for other duties to support the MTF as determined.

#### 5.2. Minimum Instructor Requirements.

5.2.1. Have a minimum of 1 year experience on the unit's assigned aircraft/equipment.

5.2.2. Be RED-X certified for course objectives that require production inspections.

5.2.3. Be in grade of E-4 or higher.

5.2.4. Have a 5-skill level in the maintenance AFSC for which he/she is selected to instruct.

5.2.5. Attend the course they will instruct.

5.2.6. Complete an Air Force or MAJCOM approved instructor course. It is highly recommended that attached instructors attend an instructor course when ever possible. This requirement may be waived by PACAF/LGMM. (exception – short tour locations)

5.2.7. Meets CCAF instructor requirements, as required.

5.2.8. Complete an initial personal and academic evaluation.

5.2.9. Interviewed by MTF superintendent and D&I section chief.

**5.3. Instructor Records.** The Instructor Element NCOIC will maintain a folder for each assigned and attached MI. As a minimum, the folders will contain the following:

- 5.3.1. All MI QA evaluations.
- 5.3.2. MAJCOM Instructor Evaluation Form for all evaluations to include the initial evaluation.
- 5.3.3. A listing of those courses the instructor is currently qualified to teach.
- 5.3.4. Degree (CCAF or other) information for all instructors, as applicable.
- 5.3.5. Appointment letter for attached instructor approved by MTF commander/superintendent.
- 5.3.6. Senior Instructor Award certificate, when awarded.

**NOTE:** CCAF affiliated MTFs must also comply with folder requirements as directed by the CCAF PPG.

- 5.3.7. Approved instructor course waiver, as required.

**5.4. Instructor Course Qualification Process.** MTF instructors and attached instructors must be qualified to teach their respective courses. As a minimum, each new instructor will:

- 5.4.1. Sit in on the course they will be teaching at least once. The instructor may sit in on the course as many times as necessary to feel familiar with course content and presentation methods.
- 5.4.2. Teach units/blocks of instruction with a qualified instructor sitting in the course.
- 5.4.3. Teach the entire course and have a qualified instructor observe attached instructors during the academic and hands-on phases. The qualified instructor will inform the instructor element NCOIC the instructor is ready to be evaluated for qualification.
- 5.4.4. Teach the entire course a second time with the instructor element NCOIC conducting an academic evaluation. If the evaluation is rated good or better, the instructor is qualified to teach.

**5.5. Instructor Self-Qualification.** Due to the non-availability of another qualified instructor, an MI may need to self-qualify on a newly developed course. Upon qualification, that instructor will then qualify any remaining instructors as needed IAW paragraph 5.4. As a minimum, all instructors undergoing self-qualification must complete the following:

- 5.5.1. Meet requirements of paragraph 5.2.
- 5.5.2. Teach approved course a minimum of two times.
- 5.5.3. Complete and pass an academic evaluation conducted by the MTF superintendent or designated representative. Results are recorded on the PACAF form 152.
- 5.5.4. Complete and pass a technical evaluation conducted by QA. Results are recorded on AF Form 803.

**NOTE:** QA evaluations are required annually and on task performed while teaching AMQP MQT (Phase II) and some Phase III courses.

**5.6. MTF Instructor Evaluations (assigned and attached).**

- 5.6.1. The assigned instructor will receive a Personal Evaluation (PE) by QA upon completion of MTF courses they will teach. QA will document the evaluation in the Quality Assessment Tracking

(QAT) system or on an AF Form 803. Maintain a copy of the QAT printout or AF Form 803 in the MI folder.

**NOTE:** The D&I section chief should ensure QA is scheduled to perform the initial and recurring PEs.

5.6.2. Instructors will receive an academic evaluation:

5.6.2.1. During their second qualification class.

5.6.2.2. Once a quarter for the next three quarters.

5.6.2.3. Semi-annually thereafter.

**NOTE:** Follow-up evaluations are required within 30-days when any block is rated "Weak" (W).

5.6.3. Instructors will receive a PE annually for technical competence/proficiency by QA. QA will document the evaluation in the QAT system or use AF Form 803. Maintain a copy of the QAT print out or AF Form 803 in the MI folder.

5.6.4. Senior instructors will receive academic evaluations annually. Senior instructors who receive overall ratings of less than "superior" during their annual evaluations will receive an evaluation once a quarter until a superior rating is received.

## **5.7. MI Utilization and Proficiency Training Outside the Classroom.**

5.7.1. The MTF must establish a log book to document and track instructor utilization. The log should also track lost training time due to equipment or personnel problems.

5.7.2. The D&I Section Chief will establish a proficiency program that ensures MI's perform at least two consecutive days per quarter working with trainees, supervisors, expeditors, and/or production supervisors. This program will be coordinated with the squadrons to ensure instructors are utilized as planned. Establish POCs at each squadron to assist/work with instructors during squadron visits.

**5.8. MTF Development Function.** Paragraphs 5.9. thru 5.33. outline the development function within the MTF. Individuals assigned to this function are responsible for the development and management of courses for aircraft maintenance personnel.

**5.9. Instructional System Development (ISD) Process.** Application of the Instructional System Development (ISD) Process will be applied to all maintenance training programs. The governing publication for ISD is AFI 36-2201. Additional information on ISD development can also be found in AFM 36-2234 and AFH 36-2235, Volumes 1 through 12.

5.9.1. The ISD process is used to plan, develop, and manage instructional programs (see paragraph 5.36.). Task statements are identified and learning objectives and tests are developed. The instructional methods used along with the necessary supplies and resources required are also identified. Evaluations, which provide valuable information, are established to determine course validity and the student's attainment of the learning objectives. Finally, feedback from both internal and external sources provides a continual source of data upon which course revisions can be made. (See paragraph 5.16.)

5.9.2. ISD Project Plan, PACAF Form 281. Use this form for all courses in development or revision (i.e. one or more objectives have changed or time has been affected by 8 or more hours). Use the form

as historical data for the course. Maintain the initial and most current ISD Project Plan with its respective Course Control Documents (CCDs).

**5.10. ISD Project Management.** Manage the status of ISD projects through the various stages of production and coordination. Projects can be monitored through various means as long as it reflects the required data. (i.e. wall chart, an automated product, or a general-purpose form, etc.). The program status must be kept current at all times and contain as a minimum the information identified below:

- 5.10.1. Course number.
- 5.10.2. Course title.
- 5.10.3. Start date.
- 5.10.4. Required completion date.
- 5.10.5. Project SME or OPR.
- 5.10.6. ISD phase (development only).
- 5.10.7. OPR office symbol.
- 5.10.8. Status.

**5.11. Stand Alone Multimedia Programs.** Multimedia programs that need no specific instructor involvement are considered stand alone. Data for each locally developed stand alone multimedia training aid will be maintained and include as a minimum:

- 5.11.1. Script (for narrated products).
- 5.11.2. Course Critique.
- 5.11.3. Any background material pertaining to that particular course.
- 5.11.4. Certification sheet.
- 5.11.5. 15 Month reviews (AF Form 1768).

**5.12. MTF Internal Critique Review and Class Packages.** MTF critique packages are used to provide feedback to the appropriate personnel on course instruction. MTF critique packages look at the training system from within to determine personnel and system effectiveness. A critique package for each MTF course will be established and maintained.

- 5.12.1. The critique and class package will include:
  - 5.12.1.1. Class Roster.
  - 5.12.1.2. Name of the Maintenance Instructor.
  - 5.12.1.3. QA evaluations (if applicable).
  - 5.12.1.4. Course critique/assessment.
  - 5.12.1.5. Student and supervisor questionnaires (if applicable).
- 5.12.2. Route class packages through the appropriate MTF sections/personnel.



5.12.3. The instructor for the class will provide a summary of the information contained in the class package (i.e. number of students, attitude of students, comments noted from student critiques/assessments/questionnaires, QA evaluation results). (if applicable).

5.12.4. To prevent duplication of the review process, coordination should not begin until all information is received.

5.12.5. The instructor element is responsible for establishing and monitoring class package suspense dates.

5.12.6. After class packages are returned, they are forwarded to the development section to be maintained on file.

5.12.7. Critique/Class packages should be disposed of after biennial review is accomplished (except CCAF accredited courses, the class roster must be retained for 10 years).

5.12.8. An AF Form 1768 will be used to route completed class packages through the following agencies: MTF superintendent, the applicable maintenance supervision, QA, and MXG.

**5.13. MTF Course Catalog.** Each MTF will develop and maintain a current catalog that shows available courses and provide a copy to PACAF/LGMM.

5.13.1. The Course Catalog should be of local design and will be formatted as follows:

5.13.1.1. Course Title.

5.13.1.2. Course Number.

5.13.1.3. Duration.

5.13.1.4. A brief synopsis of each course.

5.13.1.5. Course prerequisites.

5.13.2. The Course Catalog will include, as a minimum, a listing of:

5.13.2.1. MTF courses.

5.13.2.2. AFETS/CETS courses.

5.13.2.3. Multimedia Programs.

5.13.2.4. FTD courses (Not required if a separate FTD course catalog is available).

5.13.3. Distribute the catalog to following individuals and organization:

5.13.3.1. UTMs.

5.13.3.2. Wing, Group, and Squadron commanders.

5.13.3.3. Unit work centers.

5.13.3.4. Host FTD.

**NOTE:** When posted on local web site, do not distribute paper copies.

5.13.4. Additions or deletions to the catalog will be made as required.

**5.14. Curriculum Advisory Committee (CAC) Responsibilities.** The CAC will:

5.14.1. Meet when a requirement to develop a new course is identified.

**NOTE:** Units will identify their requirements (in writing) to the MTF superintendent.

5.14.2. Use ISD process to determine if a training need exists.

5.14.3. Identify training constraints and possible workarounds.

5.14.4. Discuss all possible alternatives to satisfy the training request.

5.14.5. Determine the most cost effective and efficient methods to conduct training.

5.14.6. Identify task(s) that may be certified (Go-level) during training.

5.14.7. Determine the training agency in the best position to conduct requested training.

5.14.8. Determine the best course of action to resolve training issues.

5.14.9. Publish minutes and coordinate inputs/recommendations with appropriate organizations.

5.14.10. Forward written minutes/recommendations to the MTF superintendent prior to MXG/CC review.

5.14.11. Forward written minutes/recommendations to the MXG/CC for approval or disapproval.

5.14.12. The CAC will be composed of:

5.14.12.1. Development Element (Chairperson).

5.14.12.2. MTF superintendent.

5.14.12.3. UTM, as required.

5.14.12.4. Subject matter experts (SME).

5.14.12.5. Instructor Element NCOIC.

5.14.12.6. FTD, as required.

5.14.12.7. All applicable work center supervisors/superintendents.

5.14.13. The MXG/CC is final approval authority of all CAC actions. A copy of the minutes will be forwarded to PACAF/LGMM.

**5.15. Course Control Documents (CCDs).** All courses will be developed using the ISD process. The MTF will develop courses using a Combined Course Chart/Training Standard and Plan of Instruction. Each instructor will then develop a personalized Lesson Plan for each course taught.

5.15.1. Instructors use CCDs to identify and standardize training requirements for specific courses of instruction. Structured maintenance training that provides task qualification or certification will have CCDs, (i.e. egress, engine run/certification, borescope). CCDs will be formatted on bond paper using [Attachment 5-Attachment 16](#).

5.15.2. Do not write on CCDs except for formal changes to the course. Formal changes to CCDs should be made during the 15 month review. However, changes can be made by publishing write-in or page changes as identified in AFI 33-360, Volume 1. If formal changes are made, ensure the "MASTER" set of CCDs in the development section reflects the change. CCDs are not required for IMI and CBT courses.

5.15.3. Training courses require CCDs when:

5.15.3.1. Directed by publications.

5.15.3.2. Directed by higher headquarters.

5.15.3.3. Directed by the MXG/CC.

5.15.3.4. Recommended by the CAC and approved by the MXG/CC.

5.15.4. CCDs, as a minimum, will consist of:

5.15.4.1. PACAF Form 281 master only).

5.15.4.2. Course background material (results of CAC, Project Plan, etc.).

5.15.4.3. An AF Form 1768, Staff Summary Sheet ([Attachment 7](#)).

5.15.4.4. A Cover Page (see [Attachment 12](#)).

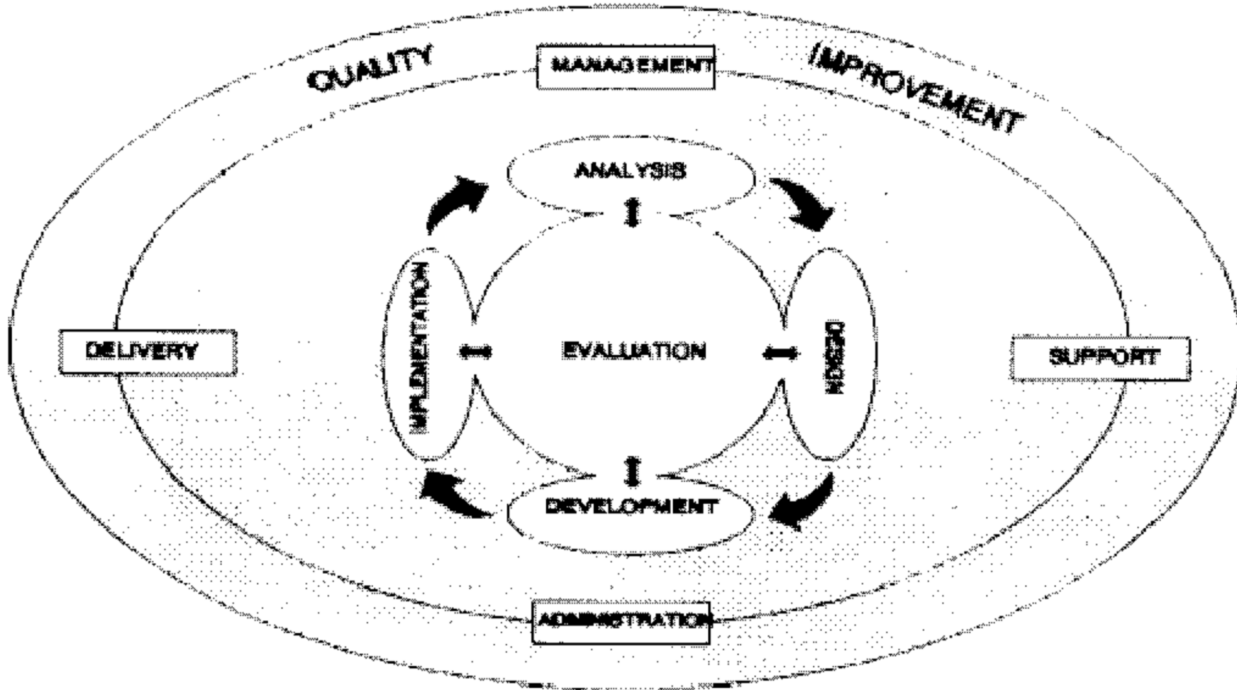
5.15.4.5. A Course Chart/Training Standard (CC/TS) (see [Attachment 8](#), [Attachment 10](#) and [Attachment 11](#)).

5.15.4.6. A Plan of Instruction (POI) (see [Attachment 12-Attachment 19](#)).

**5.16. ISD.** ISD is a tool that organizes all the activities that go into course development. The full ISD process carries the work of curriculum development all the way from identifying a need for personnel to learn a new area of knowledge or set of skills, to improving the course for better results.

5.16.1. ISD helps produce a course or educational unit effectively and efficiently. Using ISD minimizes jumping to conclusions and making premature decisions about what to teach and how to teach it. Even if there was no ISD process, a logical sequential process is needed to tie planning, development, execution, and evaluation together. This systematic process is what any good curriculum developer accomplishes consciously or unconsciously, for course planning. Accountability is a key element in this process.

Figure 5.1. ISD Process.



5.16.2. The model in [Figure 5.1](#) summarizes the instructional system development process that calls for instructional developers to:

**Analyze** - Determine what instructions are needed.

**Design** - Design instructions to meet the need.

**Develop** - Develop instructional materials to support system requirements.

**Implement** - Implement the instructions under operational conditions.

**5.17. Combined Course Chart/Training Standard (CC/TS).** The CC/TS is an official part of the CCD that defines the training specifications for a particular course. It prescribes these qualitative requirements in terms of tasks, knowledge, and proficiency levels. The MXG signature page identifies the course training number, MIS course code, date, course title, purpose, course description, qualitative requirements, attachment tables, and recommendations. Entries on Table I of the CC/TS consist of course number, OPR, security classification, course length, effective date, instructor to student ratio, student prerequisites and a summary of course content broken down by time blocks or units. This data in turn correlates with the applicable POI. Entries on table II consist of course number, required equipment, administrative/operational/facility support, and summary of changes. The CC/TS can be used as the basis for the development of the POI. As a minimum, the CC/TS will contain the following:

5.17.1. Cover letter/approval page. Prepare the cover letter/page using format shown in [Attachment 12](#).

5.17.2. Proficiency Code Key. Use the standard proficiency code key. (See [Attachment 9](#))

5.17.3. Table I. (see [Attachment 10](#)).

5.17.3.1. Enter the heading for Table I.

5.17.3.2. Course Number. Use locally developed course number as identified in [Attachment 6](#).

5.17.3.3. Office of Primary Responsibility. Enter the organization conducting training.

5.17.3.4. Course Security Classification. Enter the highest security classification of any information/material covered in any unit/block of instruction. If the course does not cover classified information, enter UNCLASSIFIED.

5.17.3.5. Course Length. Enter the number of academic days based on the standard 8-hour training day.

**NOTE:** One CCD can be used for more than one model of equipment if broken down in units or blocks of instruction.

5.17.3.6. Effective Date. Determined by the applicable Development Element.

5.17.3.7. CAC/Instructional System Review Month. Month established by Development Element.

5.17.3.8. Entry Prerequisites. Enter only mandatory prerequisites. If no course prerequisites are required, enter "none".

5.17.3.9. Instructor-to-Student Ratio. Academic and practical instructor-to-student ratios serve as a guide to class scheduling and planning. Failure to correctly establish these ratios can result in manpower waste, improper student instruction/evaluation, or excessive course lengths.

5.17.3.9.1. Academic Ratio. The optimum number of students one instructor can effectively manage through discussion, demonstration, and teaching activity to cover knowledge-oriented objectives in the prescribed combined CC/TS.

5.17.3.9.2. Practical Ratio. The optimum number of students (group and subgroup) one instructor can effectively manage during progress checks to determine student ability to complete performance-oriented objectives within the allotted time. This ratio may be equal to or smaller than the academic ratio. For courses with varying ratios for different performance activities, identify the practical performance activities in the POI.

5.17.3.10. Course Content:

5.17.3.10.1. Start each block/unit of instruction with COURSE MATERIAL - UNCLASSIFIED. If the course presents classified information, enter the highest classification of data in place of UNCLASSIFIED.

5.17.3.10.2. Enter course orientation and introduction and time allocated as the first unit of instruction.

5.17.3.10.3. Enter course critique/assessment, graduation, and time allocated as the last unit of instruction.

5.17.3.10.4. Enter total hours.

5.17.3.10.5. Enter any notes applicable to Table I (Course is CCAF Degree/Certificate applicable).

5.17.4. Table II. (see [Attachment 11](#)).

5.17.4.1. The format of Table II is determined by the type and amount of equipment, administrative, operational and facilities support detail needed to obtain/schedule course support. The Development Element establishes format and content of the course support resources list.

5.17.4.2. Summary of Changes. Enter a brief summary of major course and/or equipment changes, time blocks, or units. This data in turn correlates with the applicable CC/TS and POI.

**5.18. Plans of Instruction (POI).** POIs are used to manage and conduct training programs (see [Attachment 12-Attachment 19](#)). The POI converts task and knowledge statements identified in the CC/TS into behavioral objectives. Some behavioral verbs are listed at the end of [Attachment 1](#) to assist when developing criterion objectives. Each unit of instruction will have criterion objectives. Criterion objectives consist of condition, behavior and standard statement, teaching steps, CC/TS references, student measurement, duration, support materials, and guidance factors listed.

5.18.1. Ensure each POI has an orientation unit that is not measured. Limit the course orientation to a maximum of one hour. If necessary, give student handouts to supplement orientation and introductory material.

5.18.1.1. Cover the following:

5.18.1.1.1. Course completion criteria.

5.18.1.1.2. Course overview and administration.

5.18.1.1.3. Student critique/assessment program.

5.18.1.1.4. Benefits and credits awarded by the Community College of the Air Force (CCAF), if applicable.

5.18.1.2. The following subjects may be included if applicable to the course:

5.18.1.2.1. Conservation of energy.

5.18.1.2.2. Environmental Awareness.

5.18.1.2.3. Privacy Act.

5.18.1.2.4. MIS.

5.18.1.2.5. Fraud, Waste, and Abuse.

5.18.1.2.6. Security.

5.18.1.2.7. Proper forms documentation.

5.18.1.2.8. Academic Freedom. (Mandatory for CCAF affiliated MTFs)

5.18.2. Each unit of instruction (except the orientation and graduation units) contains one or more objectives, supporting teaching steps, and instructional guidance.

5.18.3. Integrate job-oriented safety, environmental issues, forms documentation, MIS inputs, the Air Force technical data system, and other publications applicable to the Air Force Specialty throughout the course.

5.18.4. Actual instructional times may vary due to difference in class size or student ability.

5.18.5. Print POI pages on one side only.

5.18.6. The standard POI includes the pages listed below:

5.18.6.1. Cover Page. The cover page may be of local design with unit aircraft or emblem.

5.18.6.2. "A" Page (see [Attachment 13](#)). Change numbers will indicate whether the specific page is from the original document or modified by a review. Use the word "original" to state the page is from a new CC/TS. If the CC/TS is changed, a number reflecting the change sequence will replace the word "original". For example, pages 10, 11, and 12 are changed first, then a second change affects pages 7 and 8; the pages will be listed on a separate line with "change 1" and "change 2" replacing the word "original."

Example:	1-6	Original
	7-8	Change 2
	10-12	Change 1
	13-XX	Original

5.18.6.3. Page i, signed by MXG/CC (see [Attachment 14](#))

5.18.7. The POI format contains the following:

5.18.7.1. Course Title: Enter the same title as on the CC/TS. Abbreviate if necessary.

5.18.7.2. Unit Title.

5.18.7.3. Support Material and Guidance.

5.18.7.4. Student Instructional Material.

5.18.7.5. Audiovisual Aids.

5.18.7.6. Training Equipment.

5.18.7.7. Instructional Method.

**NOTE:** Identify support materials and provide guidance for each unit of instruction. Instructional guidance will include any supplemental information not included in objective or teaching steps.

5.18.8. Unit of Instruction. Enter the unit of instruction title that corresponds to the title in Table I of the CC/TS. The unit of instruction format contains the following:

5.18.8.1. Criterion Objective.

5.18.8.2. CC/TS Reference number. Enter the CC/TS reference number satisfied by the objective.

5.18.8.3. Proficiency Level.

5.18.8.4. Measurement. Enter "O" (Oral), "W" (Written), or "P" (Performance) or combination thereof.

5.18.8.5. Time.

5.18.8.6. Teaching Steps.

5.18.8.7. Instructional Guidance.

**NOTE:** For orientation/familiarization and continuation training refresher course not utilizing a formal measurement tool, enter "Meas: N/A".

5.18.9. POI Continuation Sheets. Center the heading COURSE CONTENT (CONTINUED) at the top of the page. Type the POI course number, block, unit, date, and page number at the bottom of the page.

5.18.10. Each unit of instruction will cover one or more criterion objectives. Begin each criterion objective statement on a separate POI continuation sheet. Each objective within a unit of instruction begins at the top of a continuation sheet followed by its teaching steps and instructional guidance.

5.18.11. When outlining POIs, general outlining rules will apply. For example, if using a "1" you must use a "2" if using an "a" you must use a "b" and so forth. Refer to AFH 37-137 for additional guidance. When numbering multiple blocks of instruction, each unit of a new block of instruction will start with the number 1. For example, Block 1, Units 1 through 5, Block 2, Units 1 through 3, etc.

5.18.12. Time. Enter the time that corresponds to the hours shown in Table I of the CC/TS. Enter the time to the right of each objective if the unit of instruction contains more than one objective.

5.18.13. Teaching Steps. These are steps of learning, presented in statements of subject matter content or in behavioral (action) terms, which lead to the attainment of a criterion objective. Each teaching step will be directly related to and support the objective.

5.18.14. Instructional Guidance. Entered for each criterion objective to provide standardized guidance to instructors on how to develop the lesson. Do not introduce new material that should be included as teaching steps. Do not repeat teaching steps unless further explanation is required.

**NOTE:** The following instructional guidance should be inserted in the course orientation for all courses which contain progress checks (PC) for task performance objectives: "Inform the students that their accomplishment of each course objective will be assessed by the instructor through the use of a Progress Checklist. The instructor is the evaluator and does not become involved in student performance unless any violation of technical data or action could result in personal injury, damage to equipment, or render the equipment unreliable. An instructor assist will also be given when the student is unable to proceed toward the accomplishment of the objective due to lack of knowledge. The students should be told they are being evaluated and how many instructor assists will be allowed before each PC."

5.18.15. Special Instructions. Include any needed special instructions, i.e., use of audiovisual aids, specific use of equipment, use of host technician assistance, safety precautions, environmental awareness, FOD prevention, and administration of egress checks. When students use egress equipped aircraft or cockpit-configured trainers to perform course objectives include the following statement: "The instructor should demonstrate egress safety inspection procedures during the first course objective which requires cockpit entry. The instructor should observe the student performing egress safety inspections on each additional objective requiring cockpit entry."

5.18.16. Course Critique/Assessment and Graduation: Entries shown in [Attachment 22](#) reflects the items normally covered in all courses.

**5.19. Course Validation Process.** Validate new MTF courses and those MTF courses with major revisions (a change in 25% or more of the criterion objectives) before approval. Course validation is a process by which curriculum materials, instructional procedures, training media, and training materials for instructional accuracy, adequacy, suitability for presentation, and training effectiveness are reviewed. It is



a quality improvement tool that helps identify problems during development so revisions can be made. Validate segments, units, or blocks as they are developed.

**NOTE:** Major revisions consist of a change of more than 25% of course objectives and are determined by the course developer and instructor.

5.19.1. Validation Plan. Develop a plan before course validation to provide curriculum developers and instructors with a "roadmap", to add structure and credibility to the validation process. It will contain the following:

5.19.1.1. Description of the course to be validated (objectives, method, and media).

5.19.1.2. Validation procedures and schedule.

5.19.1.3. Number of students in the small-group tryout.

5.19.1.4. Total number of tryouts.

5.19.1.5. Documented results.

5.19.1.6. How problems will be resolved.

5.19.1.7. Revision schedule.

**NOTE:** Remember, include only necessary information in the validation plan and keep it simple.

5.19.2. A tentative POI will be developed and used during the course validation process. Ensure the tentative POI is reviewed by the development element before the start date of the first validation class.

5.19.3. Ensure training conducted during validation satisfies all course proficiency codes or behavioral statements listed in the training standard. Otherwise, a training deficiency occurs.

5.19.4. As a minimum, conduct two small group tryouts (selected students) during course validation to determine if the instruction is appropriate and effective for the targeted trainee/student population and award course credit to students upon completion of small group tryout.

5.19.5. Conduct one operational tryout with the target population and award course credit to students upon completion of operational tryout.

5.19.6. After the validation is completed and revisions have been made, the revised POI will be coordinated through the various agencies for final approval and signature by the MXG.

5.19.7. Maintain validation documentation with the master CCD.

**NOTE:** If problems arise, conduct a working group meeting between the small group tryouts.

**5.20. Dating of CCDs .** Normally the CC/TS and POI will have the same date, however, if changes are made to the POI and do not affect the CC/TS, only the POI would have the most current date. Dates on the CC/TS would not change. To initially ensure that the POI, CC/TS, and AF Form 1768 have the same date(s), don't date the CCDs until they have completed coordination and are ready for signature/approval by the MXG/CC.

**5.21. Numbering System for CCDs.** Use a standardized numbering system for all local CCDs (see [Attachment 6](#)).

**5.22. Review, Coordination and Approval of CCDs.**

5.22.1. All CCDs are subject to review every 15 months (short tour locations every 12 months) with the exception of deactivated courses.

5.22.2. Establish a suspense file to ensure CCDs are reviewed on time.

5.22.3. Use the AF Form 1768 to coordinate CCD reviews. An automated package may be used for coordination. Printed copies of automated coordination must be maintained in the "MASTER" CCD file.

**NOTE:** Must have official electronic signature for coordination if using an automated system.

5.22.4. AF Form 1768 will be completed IAW AFH 37-137 and will become a permanent part of the master CCD files.

5.22.5. The MTF Commander/Superintendent will sign the AF Form 1768. To expedite the coordination process, recommend a 3-day suspense be established from office to office. As a minimum, coordination will be required from the following individuals or offices:

5.22.5.1. SME(s).

5.22.5.2. Appropriate maintenance supervision.

5.22.5.3. Development Element.

5.22.5.4. QA.

5.22.5.5. Wing Safety, as determined by the MTF.

5.22.5.6. Maintenance Group Commander (approval authority).

5.22.6. Once coordination is completed and the CCDs have been approved, a copy of the MASTER CCD and AF Form 1768 will be forwarded to the applicable instructor.

**NOTE:** IAW AFI 36-2304, CCAF affiliated schools will forward one copy of the MASTER CCD for degree/certification evaluation

5.22.7. If the MXG/CC changes after the CCDs have been approved, signature pages for the "CC/TS and Foreword" remain valid until the next course revision.

5.22.8. Use of CCDs.

5.22.8.1. Each instructor will be provided with the approved CCDs for the course(s) they will teach.

5.22.8.2. The CCDs in the instructor's possession will be current and match the master file set maintained in the Development Section. Instructors will personalize their copy of the POI. This will be accomplished by using a lesson plan. Except as prescribed, do not write on the CCDs.

**5.23. Test Development.** The primary purpose of testing is to assess the students' attainment of the behavior specified in the objectives. To ensure tests adequately measure the objective, the performance required in the test must match the performance required in the objective. Test development should happen immediately after objectives have been written. For additional guidance on test development see AFH 36-2235, Volume 12.

5.23.1. Test Characteristics. When developing tests, course developers must consider several characteristics. These characteristics ensure tests measure what is intended each time they are administered. The characteristics of tests are validity, reliability, and usability.

5.23.2. Types of Tests. When developing tests, selected items should be clear and concise. The following are types of tests used:

5.23.2.1. Written Tests.

5.23.2.1.1. Multiple choice.

5.23.2.1.2. Fill in the Blanks.

5.23.2.1.3. Short Essay.

5.23.2.1.4. True/False.

5.23.2.1.5. Matching.

5.23.2.2. Performance Test.

**NOTE:** Written tests may be administered using automated testing programs.

5.23.3. Develop a primary and alternate test for each course that requires written measurement. Only 25 percent of the questions in the alternate test may duplicate questions from the primary test. Units that use an automated testing program with a test bank that randomly select test questions, are not required to have a primary and alternate test. However, the test bank will have a minimum of 75% more questions than required for the test. For example, a test consisting of 20 questions, the test bank must have a minimum of 35 questions loaded.

5.23.4. Test booklets may be of local design and as a minimum will include:

5.23.4.1. Cover page.

5.23.4.2. Instruction page.

5.23.4.3. Control number.

5.23.4.4. Date.

5.23.4.5. Test Compromise Statement (see [Attachment 23](#)).

5.23.5. Sequentially number test booklets. Label one copy as the "MASTER" and identify the references used to develop each test question. In addition, include a "MASTER" answer key with the master test.

**NOTE:** Phase I and II Engine Run tests will be structured so emergency procedure questions are readily identifiable. For example, Part I - Emergency Procedures; Part II - General Engine Run Procedures.

**5.24. Test Analysis.** Analyze all test items for possible problems or negative trends.

5.24.1. Use Applicable MAJCOM Test Analysis Form, or an automated testing program to analyze and determine the validity and reliability of written test questions. (see [Attachment 22](#)).

5.24.2. To ensure validity and reliability of the test, both primary (A) and alternate tests (B) will be analyzed. Accomplish this by rotating the test used for each class.

5.24.3. The completed Test Analysis Worksheet or automated testing program will be maintained on file.

**5.25. Management of Unclassified Testing Materials.** Control test materials at all times to prevent compromise. Tests may be administered open or closed book. However, closed book is required for all courses requiring certification. Examples of courses, which have test materials, are Engine Run Training Program (ERTP), IMI, and MQT. Unit procedures are as follows:

5.25.1. All testing materials, to include computer disk(s), will be stored in a locked cabinet and identified on the master test control log.

5.25.2. Use the master test control log to inventory tests quarterly.

5.25.3. Tests will be controlled through a sign-out and sign-in log.

5.25.4. Test materials will be reviewed annually or when changes to course objective warrant a review. Accomplish this review on the same AF Form 1768 used for the CCD review. Identify test separately on the AF Form 1768; test will not be routed out of the MTF during the review.

5.25.5. If a test compromise is suspected, refer to procedures outlined in [Attachment 25](#).

**5.26. Lesson Plans (LP) "Personalization"** (see [Attachment 18](#) through [Attachment 20](#)). The purpose of the lesson plan is to guide the instruction. Lesson plans are an approved plan for instruction that provides specific definition and direction to the instructor on the learning objectives, equipment, instructional media material requirements, and conduct of training.

5.26.1. Each instructor maintains a current approved LP for each course the instructor is qualified to teach.

5.26.2. The LP will be approved for use by the D&I section chief or MTF superintendent.

5.26.3. LP approval certifies the LP adequately outlines the subject, contains adequate support material to ensure student achievement of objectives is current as determined by the instructor supervisor and the instructor is qualified and able to use the LP to adequately teach the lesson.

5.26.4. LP approval will be annotated on the course cover sheet.

5.26.5. LP approval is required prior to initial use, when revised, and within 15 months since the last review.

5.26.6. The LP consists of an introduction, body, and conclusion for each topic, task knowledge, and subject knowledge statement. The orientation is incorporated into the courses first introduction section. The introduction includes Attention, Motivation, Overview and Transition.

5.26.6.1. Attention. The attention step is used to alert the trainees that the instructor is ready to begin the lesson. It is used to gain the attention of the trainees.

5.26.6.2. Motivation. The motivation step is used to gain the trainees interest in the training. This step may combine with the attention step. The instructor should explain why it is important for the trainees to learn the information that will be presented during the training session.

5.26.6.3. Overview. An overview provides an explanation of what to expect during the lesson. It normally includes an explanation of the objectives and the major teaching steps. The overview provides a "roadmap" to help the student follow the lesson.

5.26.6.4. Transition. The transition step allows the instructor to move from the introduction to the body of the instruction. It's also used to focus the students' attention on the first major teaching step.

5.26.7. Body. The body identifies the objective, teaching steps and sub-steps. For longer blocks/units of instruction, use interim summaries as needed.

5.26.8. Conclusion. After the last teaching step of each objective, a summary of the information presented is performed. The conclusion should contain a summary, remotivation, and closure.

5.26.8.1. Summary. The summary is used to remind the student of the objective and the major teaching steps of the lesson. This step allows the trainee to review the information learned and clear up any misconception. The summary should reemphasize safety and the use of TOs, if applicable, and reiterate the importance of understanding material presented and summarize key points. Any other items deemed appropriate by the instructor may be included. It should not introduce new material.

5.26.8.2. Remotivation. The remotivation step allows the instructor to remind the trainee why it is important to remember what was taught and how the information applies to him/her.

5.26.8.3. Closure. The closure statement is to let the trainee know the lesson is over.

## **5.27. Student Training Materials.**

5.27.1. Student training materials, such as handouts, programmed texts, and study guides will have the following statement in bold letters placed on the bottom of the cover page of each publication: "FOR TRAINING PURPOSES ONLY. DO NOT USE ON THE JOB."

5.27.2. Student training materials will display the course identification number plus one of the following codes:

5.27.2.1. Handout (HO).

5.27.2.2. Programmed Text (PT).

5.27.2.3. Study Guide (SG).

5.27.2.4. Workbook (WB).

5.27.3. Cover sheets for student training materials may be of local design.

5.27.4. Student training materials will not contain or serve as a replacement for technical data. Classified Materials, if used, will be appropriately marked and controlled.

5.27.5. Reference student training materials in the applicable POI.

**5.28. Student Measurement.** Student measurement in maintenance training is a systematic process used to determine if a student can perform the behavior(s) specified in an objective. Measurement devices such as performance evaluations, written tests, and oral questions are used to evaluate student achievement of course objectives.

**NOTE:** Student measurements (standards) are not required in behavioral statement for familiarization or orientation criterion objectives.

5.28.1. Student Measurement Process:

- 5.28.1.1. Evaluate or test students on course objective before graduation.
- 5.28.1.2. Identify students who need special individual assistance or additional training.
- 5.28.1.3. Inform students of their progress in the course, stimulate effective learning, and rein-force knowledge and skills.
- 5.28.2. Student Measurement Requirements. The following courses will have written tests and, when required, a performance evaluation:
  - 5.28.2.1. Certification courses.
  - 5.28.2.2. MAJCOM Formal Courses.
- 5.28.3. Use a performance or written evaluation or a combination of both when an objective requires the student to perform a task.
- 5.28.4. Subject knowledge evaluations may be written or oral evaluations. If oral evaluations are used, the instructor must develop a list of questions to ensure standardization for each class.
  - 5.28.4.1. The number of test questions required is generally determined by the complexity and criticality of the subject matter taught. The test must be comprehensive in nature and sample all course objectives. For additional test development information refer to AFH 36-2235, Volume 9 or 12.
  - 5.28.4.2. Written tests are based on a pass or fail system with 70 percent as the minimum passing score. This standard does not apply to training programs that have different requirements.
  - 5.28.4.3. Students who fail a written test must wait at least 24 hours before re-testing. Students are re-tested using an alternate test. Complete a thorough review of the failed objective before re-testing is accomplished.
  - 5.28.4.4. Students who fail a behavioral objective must receive remedial instruction. After remedial training is completed, students can then be reevaluated on the failed behavioral objective.
- 5.28.5. Task/performance evaluations are used for criterion objectives that require students to perform tasks.
  - 5.28.5.1. For task/performance evaluations, a criterion objective checklist may be developed and used. However, do not use this checklist in lieu of technical data. Measure all evaluations using applicable technical data as reference.
  - 5.28.5.2. Task/performance evaluations will be based on the 3c proficiency level with a 100 percent pass rate.
  - 5.28.5.3. Students, who fail the task/performance evaluation, will receive remedial OJT training and be reevaluated on the failed task. If the student repeatedly fails the performance evaluation, the instructor will document the students training record showing non-certification of that task.
- 5.28.6. Use one or more of the following letter codes to define student measurement requirements for each objective in the POI: Performance (P), Written Test (W), Oral Questions (O) or combination thereof.
- 5.28.7. Refer to AFH 36-2235, Volumes 1-12 and AFH 36-2236 for further guidance on test development.

### **5.29. Technical Data for Training.**

5.29.1. Technical data such as TOs, job guides, inspection work cards, and checklists will serve as the primary instructional material when conducting training on maintenance or operational aircraft systems and equipment.

5.29.2. Students will use published technical data when operating or performing maintenance on aircraft systems, subsystems, or aerospace ground equipment (AGE).

5.29.3. Supplemental literature may be developed when technical data is unavailable or insufficient. The course subject matter experts and MAJCOM maintenance training POC prior to use will approve this material.

### **5.30. Student Personnel Evaluations.**

5.30.1. The D&I Section Chief and QA will develop procedures to ensure mandatory FTD and MQT student personnel evaluations are performed. QA will perform the evaluations. As a minimum, task items trained to the 3c proficiency level will be evaluated. The evaluations will vary to ensure 100 percent CC/TS coverage within a 1-year period. Courses with low student (25 or less) Trained Personnel Requirement (TPR) are exempt from the 1 year time requirement. However, all efforts will be expended to effectively schedule QA evaluations to meet the intent of this paragraph.

**NOTE:** MIs will not perform the personnel evaluations.

5.30.1.1. At least 50 percent of all students from each MQT and FTD class will be evaluated by QA.

5.30.1.2. This evaluation should be accomplished prior to the graduation date.

5.30.1.3. In those instances where this is not feasible, the evaluation will be performed not later than 15 days after course completion.

5.30.1.4. The Instructor Element will provide QA with the applicable CC/TS with 3c items identified. QA will select which items are to be evaluated.

5.30.1.5. A copy of the personnel evaluation or AF Form 803 for each student evaluated will be maintained in the applicable class package.

5.30.2. En-route students identified by the Instructor Element for evaluation will have this requirement accomplished before departure to their gaining organization.

5.30.2.1. En-route students will not be washed back while in MQT for failure to meet performance standards.

5.30.2.2. Results of student personnel evaluations will be documented in the student's training record on the AF Form 623a, On-the-Job Training Record Continuation Sheet. Students who fail the evaluation will depart the base as scheduled; however, their training record will be mailed to their gaining organization.

### **5.31. Course Critiques/Assessments.**

5.31.1. Course critiques/assessments look at the training system from within to determine system effectiveness and quality. They are required for all maintenance training programs and may be com-

pleted individually or as a group. However, individual critiques/assessments are highly recommended. Course critiques/assessments will be disposed of after course reviews.

5.31.2. Maintain blank critique/assessment forms. An overprinted general purpose form or automated critique may be used to develop critiques/assessments.

5.31.2.1. File MTF course critiques/assessments with the appropriate class package.

5.31.2.2. A supply of blank critique/assessment forms will be available in each classroom.

5.31.3. Negative comments and comments recommending improvement will be answered by the instructor or course administrator and reviewed/endorsed by the MTF Commander/Superintendent.

5.31.4. VI Programs. Stand-alone programs should be critiqued periodically with a copy of the critique sent to the OPR (i.e. 367 TRSS) for review. Programs that are part of a course of instruction, such as maintenance orientation, do not require a separate critique/assessment.

**5.32. Field Questionnaires.** Use field questionnaires for MQT graduates and their supervisors to gather and analyze data from outside the training environment in order to determine how well recent graduates are meeting job performance requirements.

5.32.1. Administer field questionnaires 90 days after course completion. For additional information on questionnaire development see AFH 36-2235, Volume 9.

5.32.2. The D&I section establishes a suspense of no more than 10 duty days on student and supervisor questionnaires.

5.32.3. File completed questionnaires with the class package.

5.32.4. Questionnaires are not required for en route students; however, units may administer questionnaires as required.



## Chapter 6

### EN ROUTE TRAINING

**6.1. General. (SCU).** The en-route training program provides individuals with mission essential training needed to meet the requirements of an assignment to short or long tour locations. En-route training for a long tour location is only authorized if specific courses are not available at that location (short tour locations will receive priority status over long tour locations).

**NOTE:** IAW AFI 36-2110 en-route training is not authorized during intra-theater assignments.

**6.2. Establishing New En Route Training Requirements (SCU).** Each year during the annual screening process units must submit an AF Form 3933, MAJCOM Mission Training Request, through the MTF, to the parent MAJCOM to meet future en-route requirements.

**6.3. Establishing Sequential En route Requirements (SCU).** Mission requirements may dictate this capability. Request sequential en-route training IAW the Education and Training Course Announcements (ETCA) web page. Sequential training must be held to a minimum.

**6.4. Factors to Consider When Scheduling En route Training. (SCU).** The Assignment Gains Roster (or an automated product used to identify inbound personnel) is available from your local MPF or your unit. The maintenance training scheduler must have group level PC III access to produce the Gains Roster.

6.4.1. The MTF will develop and maintain a training matrix for each maintenance AFSC assigned. The matrix will include all courses required for each AFSC.

6.4.2. The MTF will initiate training requests at the beginning of the assignment cycle. The MTF has no more than 10 days upon notification of an inbound to coordinate with the gaining workcenter and forward the en route request to PACAF/LGMM for action.

6.4.3. Supervisors and unit training managers will use the following factors as a minimum in determining a person's qualifications:

6.4.3.1. Training History (listed by three-digit, PDS code; Translations for PDS codes are listed in the ETCA web page).

6.4.3.2. Member's Duty History.

6.4.3.3. Special Experience Identifier (SEI).

6.4.3.4. Local Training Matrix.

**6.5. Sponsor Packages.** The MTF will ensure letters concerning en route training are included in each inbound's sponsor package.

**6.6. Canceling En route Training Requirements (SCU).** When it is determined an En-Route training requirement no longer exists, both the losing and gaining MTF will notify their respective command functional training manager and cancel the requirement.

## Chapter 7

### AIRCRAFT MAINTENANCE QUALIFICATION PROGRAM (AMQP)

**7.1. General.** Training should be conducted in a controlled environment that is not in competition with sortie production. MTF, FTD, and IMI courses can all be used to satisfy local training requirements.

#### **7.2. Phase-I Initial and Recurring.**

7.2.1. Maintenance Orientation: Personnel will attend maintenance orientation within 45 days after arrival unless they are attending Phase II continuation training.

7.2.2. Maintenance Refresher: This is recurring training conducted as a follow-up to the maintenance orientation.

#### **7.3. Phase-II Continuation Training (CT).**

7.3.1. Continuation training is a structured training phase that standardizes specific AFSC training requirements. It consists of four sub-phases (Multiphase, Combat Air Force (CAF) Mandatory, Free-flow, and Maintenance Qualification Training). It is designed to provide task oriented hands-on training. Phase II enhances and complements initial skills training by providing hands-on weapon systems training and experience. It is designed to train personnel to perform maintenance tasks unsupervised and unassisted. Continuation training courses should provide a smooth learning transition while providing a logical building block approach for job qualification.

7.3.1.1. Phase II training can be used to supplement OJT and to train personnel on upgrade, qualification, CUT, or familiarization training. Phase II students are attached to the MTF and FTD during training, but are officially assigned to their respective gaining organizations.

##### **7.3.2. Multiphase Students. (see AFI 36-2201, V1, Attachment 5)**

7.3.2.1. The term “multiphase” identifies students who must complete HQ AETC resident training and a follow-on FTD AFSC awarding course. Students are automatically scheduled for the AFSC awarding course by 982 TRG at Sheppard AFB.

7.3.2.2. The host unit is responsible for administrative control and support.

7.3.2.3. Students arriving at their end assignment should in-process as much as possible before the class starts. Obtaining a line badge should be the first priority. Phase I requirements will not take precedence over Phase II training.

7.3.2.4. The squadron commander may allow multiphased students to return to the organization following the normal FTD training day. Students may be trained on tasks such as posting technical orders, support section functions, and other related items.

7.3.2.5. Senior maintenance personnel will establish procedures to closely monitor these individuals. Constant supervision will be required since these personnel may not be sufficiently trained or aware of hazards associated with maintenance tasks.

##### **7.3.3. CAF Mandatory Courses:**

7.3.3.1. CAF Mandatory Course Listing (CAF MCL) will be used to determine mandatory aircraft maintenance courses. All entry level airmen basic through the grade of master sergeant

(7-level), who perform maintenance in a sortie producing AFSC, are required to attend mandatory courses as identified in the course listing.

7.3.3.2. The unit training manager will ensure personnel are scheduled to attend CAF MCL courses within 180 days (if course prerequisites are met) of assignment to squadron. When personnel cannot be immediately entered into an FTD course, the unit should schedule them for in-processing appointments or ancillary training.

**NOTE:** Exceptions to this paragraph will be noted in the CAF MCL.

7.3.3.3. Entry level and personnel in retraining status will begin required training within 180 days (if course prerequisites are met) of assignment to the squadron. If more than one course is required, the individual must begin each subsequent course within 180 days (if course prerequisites are met) of completion of the previous course. Any exceptions to this paragraph will be noted in the CAF MCL.

7.3.3.4. Phase I requirements will not interfere with students attending Phase II training courses.

#### 7.3.4. Freeflow students:

7.3.4.1. Freeflow training is for personnel who are changing MDSs or who have not performed maintenance duty on the assigned MDS within the past 3 years. The MTF and unit supervisors will ensure Freeflow personnel are scheduled for CAF MCL courses within 180 days (if course prerequisites are met) of assignment to the unit.

7.3.4.2. Personnel who are changing from one weapon system to another will attend the CAF MCL course and the applicable MQT course.

7.3.4.3. All master sergeants and above with less than 1 year experience on the assigned MDS, who supervise maintenance personnel, will attend the appropriate familiarization course.

7.3.4.4. The MXG/CC may waive FTD freeflow course requirements.

7.3.4.5. Requests for waiver will be initiated by the squadron commander and forwarded to the MTF. The MTF commander/superintendent will forward recommendations to the MXG/CC for approval/disapproval. Waiver requests will contain individual's name, rank, primary AFSC, duty position, course to be waived, and a full justification of the request.

7.3.4.6. When a waiver is approved, the MTF scheduler will file a copy of the letter and forward the original to the squadron through the UTM. The UTM will update the individual's automated training record using course status code "W".

7.3.5. Maintenance Qualification Training (MQT). MQT consists of academic and practical hands-on training courses that complement AETC/FTD courses. MQT courses will not duplicate any 3c level task or behavioral objective that is taught by the local (on-station) FTD. However, the course can increase the level of proficiency or target core task requirements. MQT courses will be developed IAW **Chapter 5**. MTF will maintain course control documents (CCDs) for MQT courses.

7.3.5.1. MQT students are attached to the MTF for training, but are assigned to their gaining organization. Students will complete all 3c task items from the course control documents at least once. MQT students will not be sent to the flightline until they are qualified on required tasks. Students who fail to achieve course objectives may be required to repeat all or part of the course. The

squadron commander may remove a student from the MQT program for unsatisfactory progress. This individual will receive supervised OJT in their work center.

7.3.5.2. The MTF will assess the need for MQT courses for graduates of the MRA programs. If needed, a formal training program should be developed and implemented that teaches differences training on the assigned aircraft.

#### **7.4. Phase-III Special Qualification Training (SQT).**

7.4.1. SQT is any maintenance training or program that does not fall under any other phase of AMQP.

7.4.2. SQT programs may apply to all personnel in a work center or only to those personnel assigned to a special duty. Examples of SQT courses are listed below:

7.4.2.1. Engine Run Training Program.

7.4.2.2. Test Cell Operation.

7.4.2.3. Forms Documentation.

7.4.2.4. Dedicated Crew Chief Program.

7.4.2.5. Crash Recovery Training.

7.4.2.6. Hot Pit Refuel.

7.4.2.7. Borescope Training.

7.4.2.8. Oil Analysis Program (OAP).

7.4.2.9. Chaffing Awareness Training Program.

7.4.2.10. MIS Training.

7.4.2.11. Concurrent Servicing.

7.4.3. SQT will not duplicate HQ AETC training that is available locally.

7.4.4. All SQT programs will have approved CCDs. SQT CCDs will be reviewed IAW [Chapter 5](#).

**7.5. PACAF Directed and MQT Course Development and Revision Responsibilities.** The PACAF/LGMM maintenance training POC will establish a primary MTF to develop and revise PACAF directed and MQT courses. Requests to delete PACAF directed courses must be approved by PACAF/LGMM.

7.5.1. PACAF/LGMM will:

7.5.1.1. Assign primary and coordinating MTFs when required.

7.5.1.2. Direct development of PACAF directed and MQT courses.

7.5.1.3. Make the final determination to discontinue a course.

7.5.1.4. Maintain master copies of CCDs and standardized training literature (CCDs will be available for download on the MAJCOM maintenance training web-site).

7.5.2. The primary MTF will:

7.5.2.1. Develop, review, revise, maintain, and monitor MQT courses.

7.5.2.2. Identify with asterisks, standardized core task/knowledge items.

- 7.5.2.3. Solicit inputs from coordinating MTFs during course development, revision, and biennial reviews.
- 7.5.2.4. Coordinate course development, revision, and course reviews with applicable work centers or SME.
- 7.5.2.5. Provide coordinating MTFs with copies of written tests and test answer keys, as required.
- 7.5.2.6. Provide the MAJCOM Training Office copies of CCDs to be reviewed and approved by MAJCOM AFSC Functional Managers.
- 7.5.2.7. Coordinate CCDs IAW paragraph [5.23](#).
- 7.5.2.8. Submit the CCD master set to the newly appointed MTF when OPR changes occur.
- 7.5.2.9. Provide coordinating MTFs with complete sets of CCDs when requested.
- 7.5.2.10. Notify coordinating MTFs by e-mail 90 days before the biennial review date.
- 7.5.3. The Coordinating MTF will:
  - 7.5.3.1. Assist the primary MTFs in course development, revision, and biennial reviews.
  - 7.5.3.2. Submit comments and recommendations concerning course content, in writing, to the primary MTF.
  - 7.5.3.3. Coordinate with applicable work centers and SMEs concerning course development, revision, and biennial reviews.
  - 7.5.3.4. Coordinate CCDs in accordance with this publication using AF Form 1768, Staff Summary Sheet.
  - 7.5.3.5. Tailor CCDs received from the primary MTF to fit unit peculiar needs. CCDs received from the primary MTF will be approved by the host MXG of the using MTF.

## Chapter 8

### DEDICATED CREW CHIEF TRAINING

**8.1. General.** (SCU) Provides guidance to establish and conduct Dedicated Crew Chief (DCC) training. Personnel appointed as DCC must attend the DCC course within 90 days. Assistant DCCs (ADCC) are highly encouraged to attend. Personnel are not required to attend if the following applies:

8.1.1. Previously completed training by attending a formal (MTF/FTD) DCC course for the applicable MDS at another location.

8.1.2. The PACAF Functional Manager may waive the DCC course; the MTF forwards the waiver to PACAF/LGMM for processing. If approved, a copy of the waiver needs to be maintained in the individuals training record; the MTF will maintain a copy in their file.

### **8.2. Responsibilities.**

8.2.1. Provide guidance to ensure DCC course implementation and continuation.

8.2.2. MXG/CC.

8.2.2.1. Tailor the DCC course to meet the unit's needs including unique mission requirements.

8.2.3. Maintenance Training Flight Responsibilities.

8.2.3.1. The MTF will develop a DCC course (unless taught by FTD).

8.2.3.2. Coordinate and schedule training for all wing assigned DCCs.

8.2.3.3. Act as the POC for all matters regarding the DCC training course.

8.2.3.4. Document DCC training in MIS when accomplished.

8.2.4. Work Center Supervisors Responsibilities.

8.2.4.1. Ensure all assigned DCCs receive required training within 90 days of assignment as a DCC.

**8.3. Program Outline.** Develop to meet MDS and unit needs. As a minimum, it will cover the following areas, as applicable:

8.3.1. Maintenance Philosophy and Policy.

8.3.2. Wing Structure and Concept.

8.3.3. DCC Duties and Responsibilities.

8.3.4. Production Indicators.

8.3.5. Minimum Essential Subsystem Listing (MESL).

8.3.6. Plans and Scheduling Function.

8.3.7. Dedicated Aircraft Supply Section.

8.3.8. Maintenance Analysis Function.

8.3.9. Automated Maintenance Data Collection Systems.

- 8.3.10. AFTO 781 Forms and Historical Documents.
- 8.3.11. Quality Assurance.
- 8.3.12. Foreign Object Damage Program.
- 8.3.13. Dropped Object Program.
- 8.3.14. Engine Management Function.
- 8.3.15. Oil Analysis Program.
- 8.3.16. Maintenance Operations Function.
- 8.3.17. Combat Plans/Mobility and Personal Readiness.
- 8.3.18. AF Form 623 Training Records (Individuals Responsibilities).
- 8.3.19. Safety.
- 8.3.20. Air Force Engineering and Technical Services.
- 8.3.21. Organizational tours as appropriate.
- 8.3.22. Special programs.
- 8.3.23. Operation Risk Management (ORM).

**8.4. Critiques and Program Evaluations.** At the completion of the training program, personnel will complete a course critique to provide feedback to MTF for course improvement. MTF will review the DCC course annually to ensure currency and accuracy of material.

## Chapter 9

### MAINTENANCE TRAINING AWARD PROGRAMS

**9.1. MTF of the Year Award.** The MTF of the Year Award is designed to recognize the “Best MTF in Command.” The inclusive dates for the award are 1 January – 31 December. Submission for the award is not mandatory. However, the efforts and accomplishments of the MTF personnel should not go unrecognized.

#### 9.1.1. Notification and submission process.

9.1.1.1. HQ PACAF will announce the Pacific Air Forces Maintenance Training Flight of the Year Award selection program.

9.1.1.2. Participating MTFs will submit an electronic and paper nomination package to HQ PACAF NLT 15 February of each year. The nomination package will consist of a cover letter signed by the MXG/CC and an AF Form 1206, Nomination for Award.

**NOTE:** Ensure electronic and paper packages arrive by the established suspense date. Late submissions will not be considered for this award.

9.1.1.3. AF Form 1206 is limited to front page only with capitalized headings, single space between bullets and sections. Highlight MTF accomplishments by addressing the following categories:

9.1.1.3.1. Achievements.

9.1.1.3.2. Innovative Management Actions.

9.1.1.3.3. Quality of Service to the Wing.

9.1.1.3.4. Other Accomplishments.

9.1.1.4. AF Form 1206 will include but is not limited to the following statistical data:

9.1.1.4.1. On-the-Job Training. Report CDC completions; number of personnel in upgrade training, and number of personnel awarded higher skill-levels.

9.1.1.4.2. MTF Courses. Report number of courses taught and students graduated.

9.1.1.4.3. Combatant Air Force Mandatory Course List (CAF MCL) and Maintenance Training overdues.

9.1.1.4.4. Dedicated Crew Chief Course. Report total required, AWACT and trained.

9.1.1.4.5. FTD Demand and Response Rate. This rate is determined by number of seats requested and received.

9.1.1.4.6. FTD Utilization Percentage. This percentage is determined by number of seats requested and utilized.

9.1.1.4.7. MTF Utilization Percentage. This percentage is determined by number of seats requested and utilized.

9.1.1.4.8. MTF Demand and Response Rate. This rate is determined by number of seats requested and received. It applies to MTF courses only.



9.1.2. The AF Form 1206 will be reviewed by a panel of five MAJCOM CMSgts and scored using a point system. The panel selects the winner for MTF of the year. HQ PACAF will announce the winner by 1 March and conduct a presentation at the yearly maintenance training conference.

**9.2. MTF Instructor of the Year Award.** The Maintenance Instructor of the Year Award is designed to recognize the “Best MTF Instructor in the Command.” The inclusive dates for the award are 1 January – 31 December. Submission for this award is not mandatory. However, the efforts and contributions of the maintenance instructor force should not go unrecognized. This program is open to all maintenance instructors assigned to the MTF.

9.2.1. Participating MTFs will submit a nomination package to HQ PACAF NLT 15 February of each year. The package will consist of a cover letter signed by the MXG/CC and an AF Form 1206, Nomination for Award.

**NOTE:** Ensure the package arrives by the established suspense date. Late submissions will not be considered for this award.

9.2.2. AF Form 1206 is limited to front page only with capitalized headings, single space between bullets and sections. Highlight instructor accomplishments by addressing the following categories:

9.2.2.1. Significant Instructor Accomplishments.

9.2.2.2. Self Improvement Efforts.

9.2.2.3. Other Accomplishments.

9.2.3. Nomination packages will be reviewed by a board and scored using a point system. The winner will be announced by message to all command wings.

## Chapter 10

### MAINTENANCE TRAINING LEARNING CENTER (MTLC)

**10.1. General.** The MTLC is used to support maintenance training program along with associated training materials to support training courses. The MTLC falls under the Development and Instructor Section of the MTF and courses are facilitated by MTF personnel.

**10.2. Maintenance Training Learning Center.** The MTF will centralize the IMI training effort and establish an MTLC to administer multimedia training programs. The MTLC operation policies and procedures will be included in an MTF OI. The MTF superintendent will ensure the MTLC equipment maintenance and repairs are included in the flight budget request. They will also request and maintain command approved multimedia training programs to support required training. The MTLC will have:

- 10.2.1. Establish written procedures for maintaining multimedia training programs and equipment.
- 10.2.2. Establish and publish MTLC operating procedures, to include use in the unit workcenter (Except for CAF MCL courses).
- 10.2.3. Administer all multimedia maintenance training courses.
- 10.2.4. Act as Test Control Officer (TCO) to administer, verify, and/or grade course measurement tests.
- 10.2.5. Schedule and coordinate course requirements and use of equipment.
- 10.2.6. Coordinate with the wing Distance Learning (DL) Office on all matters concerning DL.
- 10.2.7. Manage and maintain all equipment used by or located at the MTLC.
- 10.2.8. Coordinate with UTMs to screen squadrons for annual screening requirements.
- 10.2.9. Ensure the MTLC is established in an area conducive to a good learning environment.
- 10.2.10. Ensure a POC is established for administering multimedia instructional material.
- 10.2.11. Establish, then ensure all MTF and FTD courses are listed in the MTF course catalog.
- 10.2.12. Serve as the Job Site Training (JST) POC for the Maintenance community. The MAJCOM JST POC must approve JST POCs and their alternates before they are added to 2AF's list to sign 325's.
- 10.2.13. Establish and maintain the distance learning continuity book.

POLLY A. PEYER, Brig Gen, USAF  
Director of Logistics

**Attachment 1****GLOSSARY OF REFERENCES AND SUPPORT INFORMATION*****References***

**NOTE:** As a minimum, the following publications in group "A" will be available to meet management requirements. These publications must be maintained in the MTF or readily available for via the Internet. Publications in group B should be readily available via the Internet.

**Group A** Publications to include applicable supplements

AFIND 2, *Numerical Index of Standard and Recurring Air Force Publications*

AFIND 8, *Numerical Index of Specialty Training Standards and Air Force Job Qualification Standards*

AFIND 9, *Numerical Index of Departmental Forms*

AFI 36-2201, *Air Force Training Program*

**Group B** Publications to include applicable supplements

AFI 11-218, *Aircraft Operation and Movement on the Ground*

AFI 21-110, *Engineering and Technical Services Management and Control*

AFI 21-101, *Aerospace Equipment Maintenance Management*

AFI 36-2101, *Military Personnel Classification Policy*

AFI 36-2105, *Officer Classification*

AFI 36-2108, *Airman Classification*

AFI 36-2232, *Maintenance Training*

AFI 36-2238, *Self-Aid and Buddy Care Training*

AFI 36-2304, *Community College of the Air Force (CCAF)*

AFI 36-2616, *Trained Personnel Requirements*

AFI 36-2626, *Airman Retraining Program*

AFI 37-160, Volume 1, *Air Force Publication and Forms Management Program - Developing and Processing Publications*

AFI 37-160, Volume 7, *Air Force Publication and Forms Management Program - Publications Libraries and Sets*

AFI 38-101, *Air Force Organization Structure*

AFMAN 23-110, *Standard Base Supply Customer's Guide*

AFMAN 36-2234, *Instructional Systems Development*

AFMAN 37-123, *Management Records*

AFMAN 37-126, *Preparing Written Communications*

AFPD 36-22, *Military Training*

AFCSM 21-570, *Maintenance Information Systems (MIS) Training Management*

AFH 36-2235, *Information for Designers of Instructional Systems, Volumes 1-12*

AFH 36-2236, *Handbook for Air Force Instructors*

AFPAM 36-2211, *Guide For Management of Air Force Training Systems*

AFI 16-105, *Joint Security Assistance Training (JSAT) Regulation*

AFI 21-114, *Maintenance Management Policy*

AFI 90-201, *The Inspection System*

AFI 16-201, *Disclosure of Classified and Unclassified Military Information to Foreign Governments and International Organizations*

AFH 37-137, *The Tongue and Quill*

#### Technical Orders

TO 00-20-1, *Preventive Maintenance Program, General Requirements and Procedures*

TO 00-20-2, *The Maintenance Data Collection System*

#### *Abbreviations and Acronyms*

**367 TRSS**—367th Training Support Squadron

**ADPE**—Automated Data Processing Equipment

**AETC**—Air Education and Training Command

**AFCFM**—Air Force Career Field Manager

**AFETS**—Air Force Engineering and Technical Services

**AFI**—Air Force Instruction

**AFJQS**—Air Force Job Qualification Standard

**AFMAN**—Air Force Manual

**AFPAM**—Air Force Pamphlet

**AFPD**—Air Force Policy Directive

**AMXS**—Aircraft Maintenance Squadron

**AFSC**—Air Force Specialty Code

**AFTMS**—Air Force Training Management System

**AMMOS**—Aircraft Maintenance and Munitions Officer School

**AGE**—Aerospace Ground Equipment

**AMQP**—Aircraft Maintenance Qualification Program

**AMU**—Aircraft Maintenance Unit

**ATFF**—After the Fact Funding

**CAC**—Curriculum Advisory Committee  
**CAF**—Combatant Air Forces  
**CAMS**—Core Automated Maintenance System  
**CBT**—Computer Based Training  
**CC**—Course Chart  
**CCAF**—Community College of the Air Force  
**CCD**—Course Control Document  
**CC/TS**—Course Chart/Training Standard  
**CDC**—Career Development Course  
**CETS**—Contract Engineering Technical Service  
**CFETP**—Career Field Education and Training Plan  
**CMU**—Combat Munitions Unit  
**CMS**—Component Maintenance Squadron  
**COMSEC**—Communications Security  
**CTK**—Composite Tool Kit  
**CUT**—Cross Utilization Training  
**DAVIS**—Defense Automated Visual Information System  
**DCC**—Dedicated Crew Chief  
**DITIS**—Defense Instructional Technology Information System  
**EMS**—Equipment Maintenance Squadron  
**ERTP**—Engine Run Training Program  
**ETCA**—Education and Training Course Announcements  
**FTD**—Field Training Detachment  
**FM**—Functional Manager  
**FMS**—Foreign Military Sales  
**FOD**—Foreign Object Damage  
**FS**—Flying Squadron  
**FTT**—Field Training Team  
**GAS**—Graduates Assessment Survey  
**HO**—Handout  
**IAW**—In Accordance With  
**IMI**—Interactive Multimedia Instruction

**ITMO**—International Training Management Officer  
**ISD**—Instructional System Development  
**ISR**—Instructional System Review  
**JPG**—Job Proficiency Guide  
**JQS**—Job Qualification Standard  
**JST**—Job Site Training  
**LSET**—Logistics Standardization and Evaluation Team  
**MXG**—Maintenance Group  
**MRA**—Mission Ready Airman  
**MRT**—Mission Readiness Training  
**MRTC**—Maintenance Readiness Training Center  
**MGLRC**—Maintenance Group Learning Resource Center  
**MAJCOM**—Major Command  
**MIS**—Maintenance Information Systems  
**MDS**—Mission Design and Series  
**MILPDS**—Military Personnel Data Systems  
**MI**—Maintenance Instructor  
**MOS**—Maintenance Operation Squadron  
**MQT**—Maintenance Qualification Training  
**MTF**—Maintenance Training Flight  
**MTT**—Mobile Training Team  
**MTV**—Maintenance Training Videotape  
**OAP**—Oil Analysis Program  
**OCR**—Office of Collateral Responsibility  
**OG**—Operations Group  
**OJT**—On-The-Job Training  
**OJTIP**—OJT Improvement Program  
**OPR**—Office of Primary Responsibility  
**POC**—Point of Contact  
**POI**—Plan of Instruction  
**PT**—Programmed Text  
**QT**—Qualification Training

**RCS**—Reports Control Symbol  
**SATAF**—Site Activation Task Force  
**SAV**—Staff Assistance Visit  
**SCU**—Special Category Unit  
**SG**—Study Guide  
**SME**—Subject Matter Expert  
**SQT**—Special Qualification Training  
**STS**—Specialty Training Standard  
**TEMS**—Training/Education and Measurement System  
**TO**—Technical Order  
**TOT**—Task Oriented Training  
**TPR**—Trained Personnel Requirement  
**UTM**—Unit Training Manager  
**UGT**—Upgrade Training  
**VI**—Visual Information  
**VTT**—Video Tele-training  
**WB**—Workbook  
**WQTP**—Workcenter Qualification and Training Plan

### ***Terms***

**Ancillary Training**—Training programs that contribute to mission accomplishment, but are separate from requirements in an individual primary Air Force Specialty (AFS) or occupational series.

**Awaiting Action (AWACT)**—A code used in MIS to alert personnel that training is due completion. There are two types of AWACT: AWACT with a due date and AWACT without a due date.

**AWACT Without A Training Due Date**—This type of AWACT means that the initial training has not been performed.

**AWACT With A Due Date**—This type of AWACT indicates that training of a recurring nature is due completion. This AWACT will change to an OVERDUE if not completed by the last day of the month.

**Backlogs**—The total number of persons awaiting training in a particular course.

**Career Field Education and Training Plan (CFETP)**—A comprehensive core training document that identifies life-cycle education and training requirements, training support resources and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear career progression path and instill a sense of industry in career field training.

**Certification**—The process that authorizes individuals to perform special tasks after they have demonstrated proficiency.

**Certifier**—A person designated, authorized and empowered by the commander to make a declaration of competency and proficiency on tasks being performed. This declaration of competency is usually annotated in training documents, through the certifier's signature or initials.

**Continuation Training**—Advanced and qualification training that develops in-depth expertise within a specialty, broadens knowledge to new specialties, introduces new technologies and systems, develops analytical skills, or increases understanding of the relationship between maintenance specialties.

**Course Control Documents (CCD)**—Specialized publications used to control the quality of training instructions. Course Training Standard (CTS), Plan of Instruction (POI), and Course Chart (CC) are parts of the course control documents.

**Course Status Report (CSR)**—The CSR is a MIS background product that identifies the course status for a specific course identifier.

**Consolidated Training Report (CRT)**—The CRT is a MIS background product that identifies personnel scheduled for training.

**Criterion Referenced Test (CRT)**—This is a test to determine if the behavior, as specified in objectives has been acquired. CRT may include multiple-choice items, fill-in items, match items, or actual performance of task.

**Deviation**—Any changes to a published class roster (no-show, non-utilization or cancellation)

**Distance Learning**—Exportable training that can be centrally produced and delivered from a distance. Includes paper, computer based, interactive, and satellite-delivered material, etc.

**En Route (PCS associated) Training**—The training of students under going a permanent change of station (PCS) while in temporary duty (TDY) status.

**Formal Training**—Formal Training is defined as any training conducted by HQ AETC, ACC Maintenance Readiness Training Center, or Maintenance Qualification Training programs. Formal courses are listed in ETCA.

**Freeflow Personnel**—Maintenance personnel coming from a weapon system different than the one they will be working on or have not worked the system/MDS for 3 years.

**GAS**—Graduate Assessment Survey

**Group-Lockstep**—A form of group pacing in which the instruction is locked into the time periods specified in the course chart.

**Group-Pacing**—An instructional procedure in which students progress together toward the same objective.

**Individual Tryouts**—Individual (one-on-one) tryouts determine the effectiveness of small segments or units of material as they are developed.

**Initial Skills Training**—Apprentice-level training leading to the award of a 3-level AFSC and basic job qualification.

**MAJCOM Directed Courses**—HQ PACAF mandatory FTD courses required by personnel to perform in a particular duty position.

**Master Task Listing**—A listing that identifies all the tasks required to be accomplished within a duty section.



**Mission Design Series (MDS)**—Aircraft/weapons system designator, e.g., F-15, F-16, B-1, etc.

**Multiphase Students**—Students who must complete AETC resident training and a follow-on formal AFSC awarding course.

**No-Show**—Any individual scheduled for training and does not attend the training regardless of the reason.

**Non-Utilization of Seats**—Allocated seats that are not turned in to the training agency prior to the scheduled cut off date/time.

**Operational Group Tryouts**—The final stages of validation may be called operational or field tryouts. This tryout determines if the instruction actually accomplishes the objectives. It also provides feedback from a large sampling of the target population for final revision.

**Out of Command Training**—Any training requested outside of PACAF, except AETC mission readiness training.

**Overdue Training**—Any training listed in MIS not completed by the last day of the training month, unless designated by other directives.

**Performance Test**—A practical evaluation of an individual ability to perform specific(s) task.

**Proficient**—The condition or state that one performs a task correctly and completely without supervision.

**Qualification Training**—Training which is designed to qualify a person in a specific duty position. This training occurs both during and after the upgrade training process.

**Recurring Training**—Refresher training periodically required to ensure personnel are qualified.

**Scheduled/Allocated Seats**—Seats or quotas given to a squadron/unit/person according to their request.

**Self-Pacing**—An instructional procedure in which students can progress through an instructional program at their own rate.

**Small-Group Tryouts**—Small-group tryouts determine if the instruction is appropriate for the average target students.

**Special Certification Roster (SCR)**—The SCR identifies personnel authorized to perform production inspector duties.

**Subject Matter Expert (SME)**—A technically competent individual with broad experience in a specific AFSC.

**Target Population**—The person or group of persons for whom the instruction or training is designed.

**Trainer**—A trained and qualified person who teaches airmen to perform specific tasks through OJT methods. Also, equipment that the trainer used to teach airman specified tasks.

**Training Forecast (TMA)**—The TMA is a MIS background product that shows the status of individual training requirements. The TMA is produced in two types -- the TMAA and the TMAAA.

**TMAA11**—The TMAA identifies only those training items which are awaiting action (AWACT), overdue, awaiting FTD (AWFTD), or failed (FAILED).

**TMAA1**—The TMAAA identifies all training items loaded against each person assigned to a particular workcenter.

**Trained Personnel Requirement (TPR)**—A projected number of personnel needed to be trained or retrained to meet production requirements.

**Validation Process**—Validation is a quality improvement tool that helps identify problems in the instruction during development so revisions can be made. Validation corrects mistakes or problems before you spend too many resources on a flawed product.

**Walk-in**—Any individual attending training that was not scheduled or is not on the class roster.

**Workcenter Training Requirement (WCT)**—Training that is required for 51 percent or more of personnel assigned to a workcenter.

Wording:

**Must**—Indicates a mandatory requirement.

**Will**—Indicates a mandatory requirement.

**Should**—Indicates a preferred or recommended method or option.

**May**—Indicates an acceptable or satisfactory method or option.

Behavioral Verbs

**NOTE:**

The action verbs listed below are provided as a starting point for your use when writing behavioral objectives. These examples show specific types of observable behaviors that can be used to assess the student's attainment of the course objectives. This list is by no means all-inclusive.

ADJUST	COPY	GUIDE
ADMINISTER	DEFINE	IDENTIFY
ANALYZE	DEMONSTRATE	ILLUSTRATE
ARRANGE	DESCRIBE	INCREASE THE SPEED
ASSEMBLE	DEVELOP	INITIATE
BREAKDOWN	DIFFERENTIATE	INSPECT
BUILD	DISPLAY	LABEL
CALIBRATE	ENUMERATE	LIST
CHANGE	ESTIMATE	LOCATE
CHECK	EXPLAIN	MEASURE
CHOOSE	EXTEND	MANAGE
COMPARE	FILE	NAME
COMPLETE	FILL OUT	OPERATE
CONSTRUCT	GIVE AN EXAMPLE	ORDER

## Attachment 2

## SAMPLE FORMAT FOR SCHEDULING RESPONSIBILITIES GUIDE

**A2.1. Scheduling Responsibilities Guide.** This attachment provides a list of some key scheduling responsibilities, tasks and processes associated with the duties of a MTF scheduler. This list is not all inclusive of each responsibility outlined in this instruction; however, it will provide assistance in accomplishing day-to-day scheduling activities. It is your responsibility to ensure all duties listed in [Chapter 4](#) are accomplished in the most effective means possible.

Table A2.1. Scheduling Guide.

RESPONSIBILITY	TASK	PROCESS
Ensure training schedule is established and published	Review UTM's training requirements Create training schedule Publish training schedule	Request training requirements from UTM's Consolidate UTM's training requirements Forward requirements to training agencies Create a schedule of events for UTM's Allocate seats to UTM's
Ensure training events are loaded	Create training events ID's	Create event ID's Update applicable data Run CRT for event ID verification
Ensure monthly scheduling meeting is conducted	Conduct monthly scheduling meeting	Schedule meeting Send agenda to UTM's Conduct meeting Distribute schedule to UTM's Forward a copy to P&D if required Complete meeting minutes Forward a copy to UTM's
Ensure class roster(s) are provided to instructor	Print class roster(s)	Ensure classroom and instructor availability Print screen 274 - class rosters

RESPONSIBILITY	TASK	PROCESS
Ensure completed classes are updated in MIS	Close out event ID Verify updates	Update deficiencies (i.e. - N/S & + WI's) Update class completion Attach class roster & sign in sheet. File class package
Manage Status of Training (SOT) data	Compile statistical data for the previous month	Identify overdues Identify deficiencies Compute training effectiveness Identify CBT/FTD utilization rates (if applicable)
Forward requests to FTD for processing	Complete AF Fm 898	Compile FTD requests from UTM's Consolidate requests on AF Form 898 Provide consolidated requests to FTD
Manage MIS background products	Request background product	Identify required products Gather inputs from UTM's Establish product requirements thru the analysis section Distribute as applicable upon receipt

## Attachment 3

## SAMPLE FORMAT FOR DEVELOPMENT RESPONSIBILITIES GUIDE

**A3.1. Development Responsibilities Guide.** This attachment provides a list of ISD technician responsibilities, key tasks, and the processes associated with the task. By no means is the following list conclusive; it's a guide to help you understand some of the task you will be responsible for as an ISD technician.

**A3.2. Your Responsibility.** It is your responsibility to ensure the process is used to develop an effective and cost-efficient instructional system while continually improving the quality of the process.

Table A3.1. Development Guide.

ISD Responsibilities	Task	Process
Analyze existing course documents.	Develop course control documents.	Conduct needs assessment.
Determine if existing materials can be used.		Design instructions to meet the need
Manage the development process.		Develop instructional materials.
		Implement instructions.
Initiate AF Form 1768.	Conduct biennial course review.	Review course control documents.
Assign subject matter expert.		Review class packages.
Incorporate changes.		Review visual information.
Oversee coordination process.		Review course test, if applicable.
File completed documents.		
Ensure primary and alternate test is developed as required.	Manage MTF testing program	Develop primary/alternate test. No more than 25% duplication between primary and alternate test.
Manage the review process.		Develop master test/inventory logs.
Ensure testing and control program complies with PACAF 36-2202.		Analyze/validate tests.
		Develop control procedures.
		Conduct biennial test reviews.
Ensure catalog lists all available MTF programs.	Develop/Maintain course catalog.	Determine design.
Ensure catalog meets PACAF requirements.		List all available MTF courses/programs.

ISD Responsibilities	Task	Process
Ensure coordination by MTF supervision.		Include all mandatory requirements listed in PACAF 36-2202.
Determine cost-effective reproduction of catalog.		Distribute catalog as required.
Identify/Recommend most cost-effective equipment.	Manage visual information equipment.	Develop inventory log.
Ensure preventive maintenance is performed.		Establish a preventive maintenance program.
Maintain inventory log.		Inspect equipment.
File documents as required.		Establish sign-out procedures.
Manage the review process.	Manage/Review Visual Information (VI) programs.	Develop inventory log.
Track the use of VI programs.		Initiate VI folders.
Identify unused program to the MTF supervision.		Establish a biennial review program.
Ensure documentation of reviews.		Review each program for contents.
		Document reviews/findings.

**Attachment 4****SAMPLE FORMAT FOR COURSE CONTROL DOCUMENTS/VISUAL  
INFORMATION (VI) PROGRAM REQUEST WORKSHEET**

**A4.1. Course Control Document/VI Information Program Request Worksheet.** The Course Control Document/VI Information Program Request Worksheet is used to justify the development of training programs and courses. Sample format below.

MEMORANDUM FOR

FROM:

SUBJECT: COURSE CONTROL DOCUMENTS/VI PROGRAM REQUEST WORKSHEET

1. The following information is provided as justification for the development of a course.

a. Why is this training needed?

(1) Directed by instruction \_\_\_\_\_

(2) Directed by higher headquarters \_\_\_\_\_

(3) Directed by the MXG \_\_\_\_\_

(4) Other \_\_\_\_\_

b. What is the overall objective of this course?

\_\_\_\_\_  
\_\_\_\_\_

c. Who is the target population? \_\_\_\_\_

d. How often will the course be taught? \_\_\_\_\_

e. Who will instruct the course? \_\_\_\_\_

f. Will the training be tracked in MIS? \_\_\_\_\_

g. Where will the training be conducted? \_\_\_\_\_

h. What is the class start date? \_\_\_\_\_

i. When do you need the CCDs? \_\_\_\_\_

j. Does the course require any test to be developed? \_\_\_\_\_

k. Who will be the subject matter specialists?

(1). NAME: \_\_\_\_\_

(2). DUTY PHONE: \_\_\_\_\_

(3). SECTION: \_\_\_\_\_

2. Please provide any additional remarks concerning request.

---

---

---

Signature of requester



**Attachment 5****SAMPLE FORMAT FOR COURSE CONTROL DOCUMENT (CCD) NUMBERING SYSTEM**

**A5.1. Course Control Documents Numbering System.** The following codes may be used to standardize the numbering system for all Maintenance Training Flight (MTF) course control documents:

AC	AIRCRAFT (INCLUDES ALL ON - AIRCRAFT ACTIONS)
AV	AVIONICS MAINTENANCE TRAINING
CC	CORROSION CONTROL TRAINING
EG	EGRESS TRAINING
EM	ENGINE MANAGEMENT TRAINING
FM	FORMS MANAGEMENT TRAINING
GE	GENERAL SUBJECT TRAINING PROGRAM
MM	MUNITIONS TRAINING
SE	SUPPORT EQUIPMENT TRAINING
ST	SAFETY TRAINING
SU	SUPPLY TRAINING

**EXAMPLE #1 - COURSE NUMBER**

SE33/1090-191

SE SUPPORT EQUIPMENT TRAINING

33	WING DESIGNATION NUMBER
1090	MTF TRAINING PROGRAM NUMBER
191	MIS COURSE CODE (IF APPLICABLE)

**EXAMPLE #2 - COURSE NUMBER**

AC355/2A656-002

AC AIRCRAFT

355	WING DESIGNATION NUMBER
2A656	AFSC NUMBER DESIGNATION
002	MIS COURSE CODE (IF APPLICABLE)

**Attachment 6****SAMPLE FORMAT FOR THE AF FORM 1768 (STAFF SUMMARY SHEET)**

**A6.1. AF Form 1768.** A filled-out AF Form 1768 is required with each set of Course Control Documents, test, and VI programs. One AF Form 1768 can be used to support these requirements. Sample format below:

Coordination Block: Coordinating Agencies

Subject block: Review/Approval of Course Training Materials

Summary block:

1. Request the attached Course Control Documents (CCDs) be reviewed by a subject matter expert (SME) for approval by the Maintenance Group Commander IAW MAJCOM Aircraft Maintenance Training Instruction.

2. The attached CCDs pertain to:

Course Title: \_\_\_\_\_

Course Number: \_\_\_\_\_

3. The test(s) and visual information (VI) associated with this course have been reviewed by a SME.

Test Number/Title: \_\_\_\_\_

VI Program Number/Title: \_\_\_\_\_

Reviewing SME: \_\_\_\_\_ Date: \_\_\_\_\_

4. VIEWS OF OTHER. All comments or recommendations to include corrections should be identified and attached to this package. If you have any questions concerning this document, please contact the Development Element of the xxx/MOS Maintenance Training Flight (MTF), ext. x-xxxx.

5. RECOMMENDATION. All coordinating and approving agencies sign and date this Staff Summary Sheet.

MTF Commander/Superintendent  
(Signature Block)

Attachment  
Course Control Documents

**Attachment 7****SAMPLE FORMAT FOR THE COURSE CHART/TRAINING STANDARD (CC/TS)**

**A7.1. Course Chart/Training Standard (CC/TS).** The CC/TS is a qualitative course control document that states the course purpose, description, identity, length, security classifications, major items of equipment, and summary of the subject matter covered. The course training standard identifies specific behavior to be attained by each student. Sample format below:

DEPARTMENT OF THE AIR FORCE COURSE TRAINING NUMBER  
WING DESIGNATION PDS CODE (If Applicable)  
BASE, STATE AND ZIP DATE  
COURSE CHART AND TRAINING STANDARD  
COURSE TITLE

1. Purpose. This course has been developed by the (SQUADRON DESIGNATION) and the Maintenance Training Flight in response to requirements of regulatory guidance and/or local need.

2. Course description. This course is designed to provide (AS APPLICABLE TO THE COURSE) problem solving, interpersonal relationships, and communicative skills are integrated throughout the course. Appropriate STS/JQS/CFETPs, Air Force and MAJCOM Instructions, and Technical Orders are correlated with course content. Students are given the opportunity in the classroom and on the aircraft to apply the skills and knowledge that will enable them to accomplish the required maintenance duties.

3. Qualitative requirements. The proficiency code key is [Attachment 1](#).

4. Attached Tables:

a. Table I, Course Chart/Training Standard (CC/TS). Provides an outline of course instructional units, training time (hours) per unit and explanatory remarks concerning course operation. The Course Training Standard identifies specific behavior to be attained by each student for task/knowledge elements included in the course.

b. Table II, Course Support Resources. Identifies host/unit course user furnished equipment and other support requirements.

5. Recommendations. Comments and recommendations are invited concerning the quality of maintenance training programs and graduates. Use this CC/TS as a reference. Address correspondence to: MTF ADDRESS

MXG Signature Block  
Attachment:  
Proficiency Code Key

---

Supersedes CC/TS: (COURSE NUMBER, DATE)  
DISTRIBUTION: Listed on Page "A".

## Attachment 8

## SAMPLE FORMAT FOR THE PROFICIENCY CODE KEY

**A8.1. Proficiency Code Key.** The Proficiency Code Key is used to identify the task performance and knowledge levels for a specific task or several tasks. The scale value should be referred to when writing task and knowledge objectives. Sample format below:

**Table A8.1. Proficiency Code Key.**

SCALE	DEFINITION: The individual
VALUE	

## TASK PERFORMANCE LEVELS

1. Can do simple parts of the task. Needs to be told or shown how to do most of the task. (EXTREMELY LIMITED)
2. Can do most parts of the task. Needs help on the hardest parts. May not meet local demands for speed or accuracy. (PARTIALLY PROFICIENT)
3. Can do all parts of the task. Needs only a spot check of completed work. (COMPETENT)
4. Can do the complete task quickly and accurately. Can tell or show other how to do the task. (HIGHLY PROFICIENT)

## # TASK KNOWLEDGE LEVELS

- a. Can name parts, tools, and simple facts about the tasks. (NOMENCLATURE)
- b. Can determine step- by- step procedures for doing the task. (PROCEDURES)
- c. Can explain why and when the task must be done and why each step is needed. (OPERATING PROCEDURES)
- d. Can predict, identify, and resolve problems about the task. (ADVANCED THEORY)

## ## SUBJECT KNOWLEDGE LEVELS

- A. Can identify basic facts and terms about the subject. (FACTS)
- B. Can explain relationship of basic facts and state general principles about the subject. (PRINCIPLES)
- C. Can analyze facts and principles and draw conclusions about the subject. (ANALYSIS)
- D. Can evaluate conditions and make proper decisions about the subject. (EVALUATION)

## EXPLANATIONS.

# - A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task (i.e., b or 1b)

## - A subject knowledge scale may be used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.

## Attachment 9

## SAMPLE FORMAT FOR TABLE I COURSE CHART/TRAINING STANDARD

**A9.1. Table 1 Course Chart/Training Standard.** Table 1 Course Chart/Training Standard provides an outline of course instructional units, training time, and explanatory remarks concerning course operations. Sample format below:

## TABLE I COURSE CHART/TRAINING STANDARD

---

COURSE NUMBER: Locally developed

OPR: Organization conducting the training

COURSE SECURITY CLASSIFICATION: CLASSIFIED or UNCLASSIFIED

COURSE LENGTH (8 HOURS/DAY): XX Academic Days (XX.X hrs)

EFFECTIVE DATE: Determined by the Development Element

CAC/ISR MONTH: Established by the Development Element

ENTRY PREREQUISITES: Mandatory prerequisites or None

INSTRUCTOR-TO-STUDENT RATIO: X:X Maximum, X:X Minimum

TECHNICIAN ASSISTANCE: When the Instructor-to-student ratio is exceeded for practical application, the assistance of qualified technicians/instructors will be required.

COURSE CONTENT:

COURSE MATERIAL	HOURS	PROF LVL
-----------------	-------	----------

1. COURSE ORIENTATION AND INTRODUCTION	(0.5)	
--	-------	--

2. ENTER UNIT OF INSTRUCTION TITLE (XX)		
---	--	--

*Ex: AFTO FORM 781 SYMBOLS AND DOCUMENTATION*

a. Enter behavioral statement from objective. This should be an active statement. C

*Ex: Identify symbols used in forms documentation.*

b. Enter behavioral statement from objective. This should be an active statement. 3c

*Ex: Document the AFTO Form 781*

3. ENTER UNIT OF INSTRUCTION TITLE (XX)		
---	--	--

(If there is only one objective in the unit, make the unit title an active statement) 3c

*Ex: DOCUMENT THE AFTO FORM 244*

4. COURSE CRITIQUE AND GRADUATION	(0.5)	
-----------------------------------	-------	--

TOTAL HOURS: XX.X

**NOTE:** (If applicable) This is a CCAF degree/certificate course. Safety, environmental issues, corrosion identification/control, foreign object damage prevention, forms documentation, MIS input, the use of technical publications, and appropriate fraud, waste, and abuse information are integrated throughout the course.

**Attachment 10****SAMPLE FORMAT FOR TABLE II COURSE SUPPORT RESOURCES**

**A10.1. TABLE II Course Support Resources.** Table II identifies host/unit course user furnished equipment and other support requirements. Sample format below:

Format Table I CC/TS

**TABLE II COURSE SUPPORT RESOURCES**

---

COURSE NUMBER:

1. EQUIPMENT: The Development Element establishes the format for this listing. Continue on additional pages as necessary to complete this and paragraph 2 below.

2. ADMINISTRATIVE, OPERATIONAL, AND FACILITIES SUPPORT.

a. At sites where there is an established MTF, support for training (normal/en-route/special) is provided in accordance with AFI 36-2201.

b. When training is conducted at an alternate site (Instructor(s) TDY to the site to provide special training, conversion/activation), the unit hosting training provides support such as classroom, housing, unit equipment, etc. The hosting unit will coordinate with requesting unit and HQ PACAF/LGMM to identify course support requirements and to obtain confirmation of resources available to support specific training objectives and firm training dates.

SUMMARY OF CHANGES: Summarize Table I and Table II changes; i.e.; addition/deletion of training element(s), equipment changes, course length changes, ISR results, etc.

**Attachment 11**

**SAMPLE FORMAT FOR PLAN OF INSTRUCTION COVER PAGE**

**A11.1. POI Cover Page.** The POI cover page is the first page of the course control documents. It identifies the course number and title. Sample format below:

Instructor Name \_\_\_\_\_(COURSE NUMBER)

PDS CODE (If applicable)

PLAN OF INSTRUCTION (POI)

(ENTER THE COURSE TITLE AS SHOWN ON COURSE CHART/TRAINING STANDARD)

(OPR)

(DATE)

FOR TRAINING PURPOSES ONLY

\_\_\_\_\_  
CHIEF, DEVELOPMENT AND INSTRUCTOR SECTION SIGNATURE/DATE

OR designated representative SIGNATURE/DATE

Attachment 12

SAMPLE FORMAT FOR THE POI "A" PAGE

**A12.1. POI "A" Page.** The POI "A" page identifies the total number of POI pages and distribution. The POI "A" page is normally printed on the reverse side of the POI cover page. Sample format below:

COURSE NUMBER: From CC/TS

CLASSIFICATION: CLASSIFIED/ UNCLASSIFIED

TOTAL NUMBER OF PAGES IN THIS PLAN OF INSTRUCTION IS XX CONSISTING OF THE FOLLOWING:

PAGE NUMBER	CHANGE NUMBER
Title	Original
A	Change 2
i	Original
1-6	Original
7-8	Change 2
10-12	Change 1
13-XX	Original

\_\_\_\_\_

This Plan of Instruction (POI) is based on Combined Course Chart/Training Standard (CC/TS) Course Number: XXXXX/XXXXXX-XXX, (DATE).

Supersedes POI COURSE NUMBER, DATE

DISTRIBUTION: Enter applicable MAJCOM(s), Course Users, and CCAF. Entered by Development Element "A"



**Attachment 13****SAMPLE FORMAT FOR THE POI "I" PAGE**

**A13.1. POI "i"PAGE.** The "i" page is used to identify the course purpose, design and description, student measurement and objectives. This page is signed by the MXG to indicate his approval of the course. Sample format below:

DEPARTMENT OF THE AIR  
WING DESIGNATOR  
BASE, STATE, ZIP CODE

FORCE PLAN OF INSTRUCTION  
COURSE NUMBER  
DATE

COURSE TITLE

1. **PURPOSE.** This Plan of Instruction (POI) prescribes the qualitative requirements for the (COURSE TITLE) course. Criterion objectives are presented by units of instruction in a logical teaching sequence. The POI shows duration, correlation with the course training standard, support materials, audiovisual aids and equipment, training, or instructional methods and guidance. This POI was developed in accordance with AFI 36-2201, Developing, Managing, and Conducting Training, and MAJCOM Aircraft Maintenance Training Instruction.
2. **COURSE DESIGN/DESCRIPTION.** The instructional design for this course is (Ex: GROUP PACED, SELF PACED). This (XX.X)-hour course trains (AS APPLICABLE TO THE COURSE). Problem solving, interpersonal relationships and communicative skills are integrated throughout the course. Appropriate CFETP, STS/JQS, Air Force and MAJCOM publications and Technical Orders are correlated with course content.
3. **STUDENT MEASUREMENT.** Evaluations of criterion objectives are accomplished by performance evaluation (P), written measurement (W), oral questions (O), or a combination thereof (AS APPLICABLE)
4. **OBJECTIVES.** All objectives for this course are task/knowledge oriented and develop a skill. The standard of performance on knowledge oriented objectives is (XX) percent on written measurement unless otherwise indicated. (AS APPLICABLE)

MXG Signature Block

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Supersedes Plan of Instruction: COURSE NUMBER, DATE

OPR:

DISTRIBUTION: Listed on Page "A"

i.

## Attachment 14

## SAMPLE FORMAT FOR COURSE ORIENTATION AND INTRODUCTION PAGE

**A14.1. Orientation and Introduction Page.** The orientation and introduction page is used to explain course objectives, facility requirements and student and instructor introductions. Sample format below:

NAME OF INSTRUCTOR: \_\_\_\_\_

COURSE TITLE: \_\_\_\_\_

## COURSE CONTENT AND INTRODUCTION

## 1. COURSE ORIENTATION AND INTRODUCTION

TIME: 0.5 HR

## SUPPORT MATERIAL AND GUIDANCE

Student Instructional Material

Enter applicable information or None

Audiovisual Aids

Enter applicable information or None

Training Equipment

Enter applicable information or None

Instructional Method

Lecture/Discussion

Brief students on the following subjects:

- a. Introduction
- b. Course overview
- c. Course administration and Classroom policies
- d. Course completion criteria and prerequisites
- e. Student Critique/Feedback Program
- f. Benefits and credits awarded by CCAF (if applicable)
- g. Security
- h. Safety
- i. Test Compromise

## INSTRUCTIONAL GUIDANCE

Welcome students to the course. Ask students to identify themselves and briefly state their background. Explain the location of facilities such as the break room and restrooms. Inform students of the importance of the critique program how it works and how they can benefit from it. (ANY OTHER INFORMATION AS APPLICABLE TO THE COURSE)

COURSE	NUMBER	BLOCK UNIT	DATE	PAGE
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**Attachment 15****SAMPLE FORMAT FOR POI UNIT 2**

**A15.1. POI UNIT 2.** The Unit 2 page identifies the second unit of instruction as identified on the course chart/training standard. Sample format below:

**PLAN OF INSTRUCTION**

NAME OF INSTRUCTOR: \_\_\_\_\_

COURSE TITLE: \_\_\_\_\_

**COURSE CONTENT**

2. UNIT TITLE AS IT APPEARS ON TABLE I OF CC/TS

TIME:

4.0 HRS

*Ex: AFTO FORM 781 SYMBOLS AND DOCUMENTATION***SUPPORT MATERIAL AND GUIDANCE****Student Instructional Material**

Enter applicable information for the entire unit or None

**Audiovisual Aids**

Enter applicable information for the entire unit or None

**Training Equipment**

Enter applicable information for the entire unit or None

**Instructional Method**

Enter applicable information

COURSE NUMBER

BLOCK

UNIT

DATE

PAGE

(AS APPLICABLE)

## Attachment 16

## SAMPLE FORMAT FOR POI UNIT 2 CONTINUED

**A16.1. POI UNIT 2 Continued.** This sample identifies the objective, teaching steps, and instructional guidance for the second unit of instruction as identified on the course chart/training standard. Sample format below:

## COURSE CONTENT (CONTINUED)

## a. ENTER COURSE OBJECTIVE

*Ex: Using applicable TOs , identify symbols used in forms documentation, and their purpose with no instructor assistance.*

CC/TS: 2aPROF: XXMEAS: X TIME: X.X HRS

(Ex: C) (Ex: O)

## (1) ENTER TEACHING STEP AS APPLICABLE

*Ex: Discuss symbols used in forms documentation*

## (a) ENTER ANY TEACHING SUB-STEPS AS APPLICABLE

*Ex: RED X*

## (b) ENTER ANY TEACHING SUB-STEPS AS APPLICABLE

*Ex: RED /*

## (2) ENTER TEACHING STEP AS APPLICABLE

*Ex: Describe the purpose of each symbol*

## INSTRUCTIONAL GUIDANCE

(2a) Enter any guidance on how to teach the lesson. Do not reiterate teaching steps.

COURSE NUMBER

BLOCK

UNIT

DATE

PAGE

## Attachment 17

## SAMPLE FORMAT FOR POI UNIT 3

**A17.1. POI UNIT 3.** This sample identifies the objective, teaching steps, and instructional guidance for the third unit of instruction as identified on the course chart/training standard. Sample format below:

## COURSE CONTENT (CONTINUED)

---

ENTER COURSE OBJECTIVE

*Ex: Using the applicable TOs and an AFTO Form 244, document the form with no instructor assistance*

CC/TS: 3

PROF: XX

MEAS: X

TIME: X.X HRS

## (1) ENTER TEACHING STEP AS APPLICABLE

*Ex: Demonstrate documentation of the AFTO Form 244*

## (2) ENTER TEACHING STEP AS APPLICABLE

*Ex: Allow students to document an AFTO Form 244*

## INSTRUCTIONAL GUIDANCE

Enter any guidance on how to teach the lesson. Do not reiterate teaching steps.

COURSE NUMBER

BLOCK

UNIT

DATE

PAGE

**Attachment 18****SAMPLE FOR THE LESSON PLAN FORMAT (INTRODUCTION)**

**A18.1. Lesson Plan Format.** This page identifies the lesson plan format (Introduction) when personalizing the instructor POI. Sample format below:

**LESSON PLAN INTRODUCTION****COURSE NUMBER****INTRODUCTION**

**ORIENTATION:** Used to introduce each unit/block of instruction. Not necessary for each objective.

**ATTENTION:** The attention step is used to alert the trainees that the trainer is ready to begin the lesson. It is used to gain the attention of the trainees.

**MOTIVATION:** The motivation step is used to gain the trainees' interest in the training. This step may combine with the attention step. The trainer should explain why it is important for the trainees to learn the information presented during the training session.

**OVERVIEW:** An overview provides an explanation of what to expect during the lesson. It normally includes an explanation of the objectives and the major teaching steps. The overview provides a "road-map" to help the student follow the lesson.

**Transition:** The transition step allows the trainer to move from the introduction to the body of the instruction. It also is used to focus the students' attention on the first major teaching step.

Sample Lesson Plan - Introduction (Personalization).

**Attachment 19****SAMPLE FOR THE LESSON PLAN FORMAT (BODY)**

**A19.1. Lesson Plan Format.** This page identifies the lesson plan format (Body) when personalizing the instructor POI. Sample format below:

**LESSON PLAN BODY****PRESENTATION:**

*Example:*

Body. The body identifies the objective, teaching steps and sub-steps. For longer blocks/units of instruction use interim summaries as needed.

**2a. Symbols**

1. Refer to transparency #1
2. Explain that each symbol indicates varying degrees of severity of write-ups
3. Stress importance of using the correct symbol

Transition: Used to tie up one thought and proceed into another.

*Ex: Now that we know what symbols are used in documentation, let's continue with some actual documentation. Any questions?*

**2b. Documentation**

1. Use transparency #2 and fill it in on the board while explaining procedures to students.
2. Ask questions while completing the form.

Question: What symbol would be used to indicate a write up that would ground the aircraft?

**NOTES:**

Instructional guidance is not required but may be used if the instructor requires additional appropriate information.

Sample Lesson Plan - Body (Personalization)

**Attachment 20****SAMPLE FOR THE LESSON PLAN FORMAT (CONCLUSION)**

**A20.1. Lesson Plan Format.** This page identifies the lesson plan format (Conclusion) when personalizing the instructor POI. Sample format below:

**LESSON PLAN CONCLUSION**

**CONCLUSION:** After the last teaching step of each objective, a summary of the information presented is performed. The conclusion should contain a summary, remotivation, and closure.

**SUMMARY:** The summary is used to remind the student of the objective and the major teaching steps of the lesson. This step allows the trainee to review the information learned and clear up any misconception. The summary should reemphasize safety and the use of TOs, if applicable, and reiterate the importance of understanding material presented and summarize key points. Any other items deemed appropriate by the instructor may be included. It should not introduce new material.

**REMOTIVATION:** This step allows the trainer to remind the trainee why it is important to remember what was taught and how the information applies to them.

**CLOSURE:** The closure statement is to let the trainee know the lesson is over.

**NOTES:**

Do not use the conclusion to introduce new information.

Sample Lesson Plan - Conclusion (Personalization).



## Attachment 21

## SAMPLE FORMAT FOR COURSE CRITIQUE AND GRADUATION PAGE

**A21.1. Course Critique and Graduation.** This sample identifies the format for the course critique and graduation. Sample format below:

PLAN OF INSTRUCTION

COURSE TITLE: \_\_\_\_\_

NAME OF INSTRUCTOR: \_\_\_\_\_

COURSE CONTENT

4. COURSE CRITIQUE AND GRADUATION TIME: 0.5 HR

SUPPORT MATERIAL AND GUIDANCE

Student Instructional Material

Student Critique Forms

Audiovisual Aids

None

Training Equipment

None

Instructional Method

Lecture/Discussion

- a. Administer the test (as applicable)
- b. Conduct Course Critique

INSTRUCTIONAL GUIDANCE

Brief students on test administration and test compromise. Explain the need for and importance of the Student Critique Program. Pass out Student Critique Forms to students and provide instructions for completing the form. Inform students of the option of filling out the form as a group or individually (highly recommended). If possible, have another instructor administer the critique.

- b. Conduct Graduation

INSTRUCTIONAL GUIDANCE

Issue completed AF Form 1256, Certificate of Training (if applicable). Ensure students who have completed the course are updated in MIS through the corresponding course code by turning in a signed class roster to the Maintenance Training Flight Scheduling Section.

COURSE NUMBER

BLOCK

UNIT

DATE

PAGE

**Attachment 22****TEST ANALYSIS WORKSHEET COMPLETION INSTRUCTIONS**

**A22.1. Test Analysis Worksheet Completion Instructions.** Instructions for completing the Test Analysis worksheet.

A22.1.1. Enter the course number.

A22.1.2. Enter the number of students in the class tested.

A22.1.3. Enter the name of the instructor that taught the class.

A22.1.4. Enter date test data was completed.

A22.1.5. Draw a heavy line through or block out the correct answer for each question.

A22.1.6. As each group test, document the answers selected in error in the appropriate block.

A22.1.7. Enter in the number of cases block—the total number of cases recorded in sections 1 through 6.

A22.1.8. Using the completed answer sheet, record the total answers selected in error in the appropriate A, B, C, D, or E column for each question.

A22.1.9. When the test is administered 6 times or 30 samplings, enter the total questions missed in the "Total Wrong" column.

A22.1.10. Enter the difference between the "Number of cases" and the "Total Wrong" column in the "Total Right" column.

A22.1.11. After you complete instruction #10, those questions that have 50-percent or more miss rate should be looked at or analyzed to determine whether or not the test is valid or whether the test questions need to be rewritten.

A22.1.12. Document all test analysis information on the back of the analysis worksheet.

**Attachment 23****SAMPLE FOR THE TEST COMPROMISE STATEMENT**

**A23.1. Test Compromise.** Guidelines for test compromise.

**A23.2. Warning.** The material covered in this test is governed under the guidelines set forth in PACAFI 36-2202, *Aircraft Maintenance Training Program*. Compromise of this test material to include unauthorized possession of test materials or discussion of test content is a violation of Air Force and MAJCOM instructions and is punishable under the Uniformed Code of Military Justice.

**A23.3. Example Test Compromise Situations.** The following are potential compromise situations that can occur as a result of actions taken on the part of individuals who develop, handle, administer or participate in the testing program.

A23.3.1. Reviewing, accessing or allowing review of or access to controlled test material by any individual not specifically authorized.

A23.3.2. Having an oral or written discussion concerning contents of test material with an unauthorized person.

A23.3.3. Bringing any unauthorized material into the testing room.

A23.3.4. Unauthorized reproducing, copying or faxing test material.

A23.3.5. Removing test material from the examination room without authorization.

A23.3.6. Being unable to account for the location of testing materials.

A23.3.7. Storing test materials improperly.

A23.3.8. Taking or possessing materials without authorization.

**A23.4. Actions to be taken in the event of a test compromise.**

A23.4.1. Suspend all testing of the affected test and gain positive control of all affected tests materials.

A23.4.2. Development section will perform a preliminary assessment and report recommendations the MTF Superintendent.

A23.4.3. MTF Superintendent will evaluate the preliminary assessment results and report findings to the MOS/CC if required.

**Attachment 24****FORMAT FOR MAINTENANCE TRAINING FLIGHT COURSE CRITIQUE**

**A24.1. Course Critique.** The purpose of this critique is to obtain feedback concerning courses taught through the Maintenance Training Flight.

Course: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

Name (optional): \_\_\_\_\_ Off Sym: \_\_\_\_\_

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The purpose of this critique is to get feedback concerning courses taught through the Maintenance Training Flight. Please take a moment to furnish us with comments and suggestions, be specific with your comments especially if you indicate a low rating. This will better enable us to provide quality training. (Please provide your Name and Duty Phone Number if you would like a reply to your comments.)

-----

1 = Unsatisfactory 2 = Needs Improvement 3 = Satisfactory 4 = Excellent 5 = Outstanding

Circle One Response Only

1) THE COURSE: (1) (2) (3) (4) (5)

Did the course meet the objectives? Yes/No

Will the training provided assist you in your job? Yes/No

Did your knowledge of the subject increase as a result of the instruction? Yes/No

Should the subject matter covered be changed? Yes/No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) THE INSTRUCTOR/ GUEST SPEAKER (circle one): (1) (2) (3) (4) (5)

Was the instructor/guest speaker knowledgeable of the material covered? Yes/No

Did the instructor/guest speaker present professional military image? Yes/No

Did the instructor answer student questions? Yes/No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) THE FACILITY: (1) (2) (3) (4) (5)

Did the facility provide an atmosphere favorable for learning? Yes/No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) OTHER (if applicable): (1) (2) (3) (4) (5)

Were audiovisual aids effective? Yes/No

Were written/performance test used to evaluate student performance effective? Yes/No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Attachment 25****INSTRUCTIONS FOR COMPLETING AF FORM 898**

**A25.1. AF Form 898, Field Training Requirements Scheduling Document.** Use this form for identifying civilian and military personnel in need of training provided by the Training Detachment (FTD). It provides a simple method of organizing who receives training and when they receive the training. Another use of this form is for scheduling purposes. Training Management completes items 1 through 7d, FTD completes item's 7e through 7k, and training management or FTD complete items 8 and 9. Use the following instructions for completing the form:

A25.1.1. Item 1. Date the form when you begin preparing it at the start of the training period.

A25.1.2. Item 2. Identify the training management office originating the training request.

A25.1.3. Item 3. Identify the supporting FTD, FTT, or MTT.

A25.1.4. Item 4. Identify the training month that this form covers, (for example, Apr).

A25.1.5. Item 5. Identify the 3-month training period that this form covers (for example, 1 Apr 02 – 30 Jun 02).

A25.1.6. Item 6a. List in numerical order:

A25.1.6.1. Authorization of all formal type-4 courses the servicing FTD conducts.

A25.1.6.2. Other type-4 courses the service unit requires.

A25.1.6.3. Partial course requirements.

A25.1.7. Item 6b. Identify the MAJCOM and locally designated priority courses with an asterisk.

A25.1.8. Item 7a. Indicate the total backlog that will exist on the first day of the next training month for the corresponding course identified in item 6a.

A25.1.9. Item 7b. Indicate the number of students available to begin training during the next training month for the corresponding course identified in item 6a (for example, for the month of Apr 02).

A25.1.10. Item 7c. Indicate the number of students who plan to begin training during the second training month for the corresponding course identified in item 6a (for example, for the month of May 02).

A25.1.11. Item 7d. Indicate the number of students who plan to be in training during the third month for the corresponding course identified in item 6a (for example, for the month of Jun 02).

A25.1.12. Item 7e. Upper Left. Indicate the total number of seats available for training in the next training month for the corresponding course identified in item 6a (for example, for the month of Apr 02). Make every possible effort to get this entry to satisfy the available backlog (students available) in item 7b. If instructors do not plan to support a training request, the FTD enters one or more of these codes:

A25.1.12.1. "E" - Teaching En-Route students.

A25.1.12.2. "F" - Teaching foreign military students.

A25.1.12.3. "L" - Leave.

A25.1.12.4. "M" - Minimum class size not met.

A25.1.12.5. "N" - No instructor authorized.

A25.1.12.6. "Q" - Qualification training.

A25.1.12.7. "T" - Teaching another course.

A25.1.12.8. "Y" - Temporary duty.

A25.1.12.9. "R" - Other circumstances. *NOTE: Explain all "R"s in block 8.*

A25.1.13. Item 7e. Bottom Right. FTD indicates the actual seats filled as of class start date.

A25.1.14. Item 7f. Indicate the total number of seats available during the second training month for the corresponding course identified in item 6a (for example, for the month of May 02). Make every possible effort to get this entry to satisfy the available backlog (students available) in item 7c. Use the instructor non-availability codes in item 7e when an instructor does not plan to support a training request.

A25.1.15. Item 7g. Indicate the priority backlog for the applicable corresponding course in item 6a. Calculate as follows: Priority backlog "g" = (b-e) (upper left) + (c-f).

**NOTE:** When you find negative numbers in the results, use "zero" as the answer. Bring priority backlogs to the immediate attention of 82nd Field Training Group and the supported MAJCOM maintenance training manager. Make every possible effort to systematically and completely train the priority backlog.

A25.1.16. Item 7h. Indicate the total number of seats available during the third training month for the corresponding course identified in item 6a (for example, for the month of Jun 02). Make every possible effort to get this entry to satisfy the available backlog (students available) in item 7d. Use the instructor non-availability codes in item 7e when an instructor does not plan to support a training request.